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ABSTRACT

This survey of over 600 undergraduate students attending the University of Minnesota covers: (1) student expenses, (2) the sources used to pay these expenses, and (3) opinions about present financial assistance policies and practices. Independent variables examined include sex, age, class, recipient/nonrecipient of financial aid, financial self-sufficiency. A summary of the material is not given, but some individual findings are: (1) mean total annual expense in 1974-75 was $2,690; (2) 48 percent of the undergraduates receive some assistance from their parents, but only 14 percent say that parental assistance is the major source for paying these expenses; and (3) 63 percent do not anticipate any loan indebtedness at the time of graduation. (Author/KE)

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ANT: You should not application unless begun your post-high ication AFTER April

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

OMB NO.: 51-R0961
FORM APPROVED
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APPLICATION FOR DETERMINATION OF BASIC GRANT ELIGIBILITY FOR THE 1975-76 ACADEMIC YEAR

BASIC EDUCATIONAL OPPORTUNITY GRANT PROGRAM

– READ INSTRUCTIONS FIRST –

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1. Have you attended a college, university, or post-high school vocational/technical school at any time BEFORE April 1, 1973? ☐ YES → —If you answered "YES" to this question, you should not complete this form. See page 1, General Information. ☐ NO —If you answered "NO", complete this form and mail it.

2. APPLICANT'S SOCIAL SECURITY NUMBER

UNIVERSITY OF MINNESOTA

3. APPLICANT'S NAME

UNDERGRADUATE STUDENT FINANCING

4. IS APPLICANT A U.S. CITIZEN? ANSWER "YES" IF: You are a citizen of the United States; or You are in the U.S. for other than a temporary purpose and intend to become a permanent resident; or You are a permanent resident of the Trust Territories of the Pacific Islands. OR Answer "NO" if none of the above apply to you. See Instructions. ☐ YES ☐ NO

1974-1975

5. APPLICANT'S BIRTH DATE (Month, Day, Year)

6. APPLICANT'S PERMANENT MAILING ADDRESS

A Study of Expenses, Sources and Attitudes

Number and Street; City; See Instructions for listing of State Codes; Numeric State Code; Zip Code

7. Applicant's school or college for the 1975-76 Academic Year if such a decision has been made. See Instructions.

Name of School or College; Numeric State Code; See Instructions for listing of State Codes

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8. APPLICANT'S MARITAL STATUS
☐ Single
☐ Married
☐ Divorced

9. IF APPLICANT IS MARRIED or has DEPENDENTS, answer BOTH (a) and (b) below:
(a) Total size of Applicant's Household (include applicant, spouse, dependent children, other dependents)
(b) Number of Members of Applicant's Household (including applicant) to be in post-high school educational institutions in 1975-76

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B PARENT INFORMATION

10. NAME OF PARENT (First Name, MI)

11. SOCIAL SECURITY NUMBER

12. PARENT'S MARITAL STATUS
☐ Married
☐ Divorced
☐ Both

13. TOTAL SIZE OF PARENTS' HOUSEHOLD – Include applicant, applicant's parents, children dependent on applicant's parents, other persons dependent on applicant's parents

14. NUMBER OF MEMBERS OF PARENTS' HOUSEHOLD (including applicant) to be in post-high school educational institutions in 1975-76

C APPLICANT'S STATUS

YOU MUST ANSWER EACH OF THE FOLLOWING QUESTIONS FOR EACH YEAR

15. DID OR WILL APPLICANT LIVE WITH PARENTS DURING	16. APPLICANT IS, WAS OR WILL BE LISTED AS AN EXEMPTION ON PARENTS' FEDERAL INCOME TAX RETURN DURING	17. DID OR WILL APPLICANT RECEIVE $600 OR MORE IN FINANCIAL ASSISTANCE FROM PARENTS DURING
1974: ☐ YES ☐ NO	1974: ☐ YES ☐ NO	1974: ☐ YES ☐ NO
1975: ☐ YES ☐ NO	1975: ☐ YES ☐ NO	1975: ☐ YES ☐ NO
1976: ☐ YES ☐ NO	1976: ☐ YES ☐ NO	1976: ☐ YES ☐ NO

IF: YOU ANSWERED *YES* FOR *ANY* QUESTION FOR *ANY* YEAR IN SECTION C, COMPLETE *ONLY* SECTION D ON THE NEXT PAGE AND SIGN.

OR: IF YOU ANSWERED *NO* FOR *ALL YEARS* AND *ALL QUESTIONS* IN SECTION C, COMPLETE *ONLY* SECTION E ON THE NEXT PAGE AND SIGN.

office for student affairs RESEARCH BULLETIN

Undergraduate Student Financing

1974-75

A Study of Expenses, Sources and Attitudes

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and

Kenneth Skinner

Student Life Studies
University of Minnesota

Abstract

This is the analysis of a questionnaire survey of over 600 undergraduate students concerning their expenses, the sources used to pay these expenses, and opinions about present financial assistance policies and practices. Independent variables examined included sex, age, class recipient/non-recipient of financial aid, and financial self-sufficiency.

university of minnesota Volume 16, Number 5 December 15, 1975

Preface

The cost of going to college and how students are able to pay these costs is a perennial problem in higher education. This study provides a rather heavy dose of detailed data on various aspects of undergraduate, full-time student financing: Expenses, sources and attitudes. Admittedly, the contents are not intended for those who want light reading. Rather the authors see them as a source book for those who must make decisions about the issue of student financing.

A summary is not feasible but for those who would insist we offer a few of the wealth of informational bits which can be found here.

Expenses

Mean total annual expense in 1974-75 was $2690. In all categories but room and board of expenses, men reported higher expenditures than did women. Recipients of financial aid reported higher expenses than did those who were not recipients. As might be expected, older students reported higher expenses. The value of a student living at home (and paying minimal or nothing for room and board) was between $1200 and $1500. Twenty-one percent of the undergraduates are recipients of some form of institutional financial aid. Twenty-one percent are considered to be financially self-sufficient. Forty percent of the recipients of aid are considered self-sufficient while only 16% of those who are non-recipients qualify as self-sufficient.

Sources

Nearly half (48%) of the undergraduates receive some assistance from their parents, but only 14% say that parental assistance is the major source for paying these expenses. About 20% receive money through grants and scholarships

while 14% used money from federal and state underwritten loans. Nearly 70% reported some employment during the academic year and 87% were employed during the summer of 1974. Thirty-eight percent drew upon savings to cover their costs.

While 63% of the sample do not anticipate any loan indebtedness at the time of graduation, those receiving SFAO administered assistance anticipate the total amount to be between $2500 and $3000. However, over half of this number could not estimate what their repayment schedule would be. Only 25% felt their parents were responsible for assisting them financially. However, 54% felt the government was obligated to do so (with grants, not loans). But 92% responded they as individuals were also responsible for making a contribution towards meeting their costs.

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Introduction

The role of higher education in American society - including its purposes and constituencies - has undergone significant changes in the past three decades. These changes are reflected to varying degrees in almost every aspect of the college scene, including the manner by which students finance themselves.

The attendance of new constituencies including veterans, minorities, the economically deprived, and women has been underwritten by the infusion of vast new sums of money into the educational endeavor. Direct monetary grants to individuals have accompanied aggressive recruiting practices to attract these new categories of students.

Simultaneously there has been an emergence of an ethic of "rights" variously articulated in a "right to a job," a "right to education," etc. what Yankelovich terms the "psychology of entitlement." The corallary of this has been the development of a sense of the right to financial support in the form of grants - loans or work programs to assist in paying for higher education. Finally, during this same period we have seen the increased use of tertiary education as an accepted alternative social environment, a place (depending upon your point of view) to avoid, to delay or even regroup before entering other social environments, i.e., work, military service or a retreat from a no longer desirable occupational choice. Certainly other social and economic forces have been instrumental in changing the constituency of higher educational institutions, but we mention these to emphasize the basis for a marked shift in the amount of institutionalized financial aid said to be needed as well as actually available to students. At the U of M, the emergence within the past decade of a specialized office for dispensing over $21 million in various forms of aid is an overt manifestation of this change.

Financial aid programs growing within this context are marked by the varying, if not contradictory, philosophies underlying them. For example, some scholarships are awarded on the basis of academic performance, others on the basis of financial need, while still others awarded on a basis of the performance of such peripherally intellectual attributes as beauty or athletic prowess.

This study grew out of a sense on the part of the authors of the need to explicate patterns of how students finance themselves by first updating knowledge of present expenditures and resource patterns and then to tap student attitudes toward both some of the underlying assumptions about forms of financial aid as well as the manner in which they are being administered. We hypothesized that substantial differences could be found in expenditure, resources, and attitudes as individuals were socialized into higher education. The data supported this belief in some areas, and were, at best, inconclusive in others. While distinct differences emerge between older and younger students, what was more apparent was that the areas scrutinized were marked by heterogeneous attitudes and consensus was the exception rather than the rule. This fact in itself has implications for those administering the multitude of financial aid programs.

The modern urban university is marked by heterogeneity in programs as well as students. Because of this, it was our desire to build a baseline on a somewhat more limited student population than previous studies have done. Part-time students, for example, have significantly different financial basis than do full-time students. Graduate School is typically populated by a group of individuals in a much different part of the American life cycle, and usually have quite different financial needs. Most importantly, however, the major sources of aid for this latter group are

considerably different than for undergraduates both in form as well as the bureaucracy through which it is administered. Consequently, we have arbitrarily narrowed our focus on a rather specific group of students attending the U of M, namely the undergraduate-full-time students. Other categories of those who are counted as students none the less have financial "needs" but to include them in this study would have unnessarily muddied the results.

The focus of the study was upon the reported out-of-pocket costs which are incurred by students themselves in attending school as full-time undergraduate students. Costing out the total expenditure of money necessary to maintain an individual in the role of student is somewhat like peeling back the layers of an onion. To do so, consideration must be given such things as expenditures on the part of various funding agencies operating the university (only a portion of which is recovered in tuition payments), subsidization in such diverse forms as "student rates" for transportation and magazine subscriptions, or more importantly to our present concern, the value of living with parents. Thus the reader is cautioned in interpreting this data on at least two counts. First, it is the individual's reported estimates and secondly, the data does not include any of the multitude of socially approved (and perhaps disapproved) funding patterns which represent no out-of-pocket expense to the student.

In the past decade two studies of student financing patterns have been carried out (Stecklein, Fenske, and Huang, 1967, and Comstock, 1970). The latter study was essentially a replication of the former study. While this data may appear to be yet another replication, and we shall make comparisons to them where applicable, the reader is cautioned that the purposes of these studies and ours were different, the sample narrower, and the categories of questions not identical.

Method

The study was conducted by sending a six page questionnaire to a randomly selected sample of undergraduate students who were registered for both Fall 1974 and Winter 1975 quarters.* Of the 967 in this original sample, 78 people were not located. Of the adjusted sample of 889 undergraduate students. 601 returned completed questionnaires, for a return rate of almost 68%.

The students were sent a pre-letter introducing the study and requesting their participation. Ten days later the questionnaire (Appendix I) was mailed to them. A postcard reminder was sent a week later to non-respondents. Two weeks later a second questionnaire was sent to non-respondents, with a final postcard reminder sent a week after that. Because of the length of the questionnaire and because some people may understandably feel that inquiries about financial arrangements constitute an invasion of privacy, the 68% return rate is quite gratifying.

Description of the Sample

As indicated, the sample was drawn from those students who had registered for both Fall 1974 and Winter 1975 quarters. In order to allow for comparable figures on expenses for undergraduate education and sources of financing, we wanted the sample to be comprised predominantly of students registered for all three quarters of the academic year. Students were asked to indicate the number of units for which they had registered or planned to register (Appendix I, Item 7). Of those who responded, 85% registered for three quarters with each student's total units for the year equalling 36 or more. Another 9% registered for three quarters, though their unit totals

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*Foreign students were not included in the sample, for their financial situation differs markedly from that of U.S. students.

were 35 or less. Only 5% indicated that they did not plan to register for Spring quarter, and almost all of these had been full-time students during the two quarters for which they had registered. Therefore, 95% of the respondents were registered for three quarters.

Respondents were asked to indicate their class based upon number of units completed - freshmen being 45 units or less completed, sophomores 46 to 90 units, etc. (Appendix I, Item 1). According to these criteria, 17% of the respondents indicated they are freshmen, 24% sophomores, 28% juniors, and 31% seniors. For sophomores and juniors these figures match the figures for undergraduate enrollment (not including Adult Specials) as computed from official registration statistics for Spring 1975. University figures indicate slightly more freshmen than our sample, and by about the same margin slightly fewer seniors. Differences in the criteria for determination of class membership, whether self-attributed or ascribed by the college, may account for this variation between the sample and the registration figures.

Of those who responded, 59% are male and 41% are female. Based on University figures for the colleges in which undergraduates are enrolled, 57% of undergraduates are male and 43% are female.

In order to check that the respondents are representative of the distribution of undergraduates in the various colleges, the figures showing the colleges in which respondents are enrolled were compared with figures based upon Spring 1975 registration. In most instances, the percentage of respondents from a particular college corresponds closely to that college's percentage of total undergraduate enrollment. For example, 51% of the respondents are in the College of Liberal Arts compared with 50% of undergraduate enrollment; 12% of the sample are in the Institute of Technology as compared to 11% of undergraduates. In other cases there is only a

one or two percentage point difference, with one case of a three percentage point difference.

Fourteen percent of the total sample of respondents are married. However, when the sample is divided into two age categories, a different picture emerges. One age category, those under 24 years of age, would include those undergraduates who conform to the modal developmental cycle of American college students, that is, attending university within the five or six years following graduation from high school. The other category, those who are 24 or older, are not within this modal pattern and therefore their situation may be informed by other variables (e.g. marriage, children, occupational experience). The under 24 group constitutes 85% of our sample, and of this only 8% are married. Of the 15% who are 24 or older, 48% are married.

Students were asked to indicate where they are living during the academic year (Appendix I, Item 6) according to four categories of residence: (1) parents' or relatives' residence, (2) dormitory, fraternity or sorority, (3) apartment or rented house, and (4) self-owned residence. Table I shows these statistics for the total sample, for each class, for sex, and for those who are recipients and non-recipients of financial aid administered by the Student Financial Aid Office. For the total sample, parents' or relatives' residence and apartment or rented house, each shows around 40%, with dormitory fraternity or sorority 16% and self-owned residence 5%. A noticeable difference in the distribution of students among these residence categories is evident between underclassmen and upperclassmen, with the percentage of students residing with parents or relatives or in dormitories, fraternities or sororities much less for seniors than for freshmen, and with the percentage of seniors living in apartments or rented houses much higher than that of freshmen. A slightly higher percentage of

men live with parents or relatives than do women, whereas a slightly higher percentage of women live in dormitories or sororities than do men. Forty-five percent of those undergraduates who are 24 years old or less live with parents or relatives, compared to only 9% of those who are 24 or older.

Eighty-two percent of recipients of financial aid live outside of parents' or relatives' residences, compared with 55% of non-recipients. In the pages that follow, the category "recipients of financial aid" or "aid recipients" refers to those students who receive financial assistance administered by the Student Financial Aid Office of the University, as indicated by their response to Item 22 of the questionnaire (see Appendix I).

TABLE 1

RESIDENCE DURING ACADEMIC YEAR 1974-75

	Parents' or Relatives' Residence	Dormitory, Fraternity or Sorority	Apartment or Rented House	Self-owned Residence
Total sample (601)*	40%	16%	39%	5%
Males (352)	41	15	40	4
Females (246)	36	19	40	5
Freshmen (100)	56	27	13	4
Sophomores (142)	49	18	29	4
Juniors (165)	38	16	42	4
Seniors (183)	25	11	58	6
Recipients of financial aid (125)	18	20	54	8
Non-recipients of financial aid (472)	45	15	36	4

* Number of respondents in each category is enclosed in parentheses

Results

Expenses for Academic Year

Students were asked to estimate the total amount they expect to spend for all expenses during the academic year 1974-75. The questionnaire provided seven categories for the estimates of expenses (Appendix I, Item B) - tuition, room and board, books and supplies, transportation, entertainment, personal expenses, and family support. Students were instructed to make estimates only for things for which payment must be made, in other words, for those things for which the student must generate funds. Based on this itemization of expenses, students were asked to estimate their total expenses (Appendix I, Item 9). The figures reported are estimates and should be understood as such. It may be that some students, perhaps those who must keep detailed records of expenses for submission with applications for financial assistance of various types, are more accurate in their estimates. Students who live with parents may not be aware of all the expense items which are taken care of as a function of their continued inclusion in the family unit.

Our interest in the area of expenses focused on the issue of what amounts of cash are spent and consequently must be generated by students to cover their cost of living. Computations were made, therefore, only on those who indicated some such expense. All students pay some tuition and the statistics reported on this expense are based upon the total sample. However, approximately 35% indicated they have no out-of-pocket expense for room and board. For our purpose, then, we based our calculations only upon the 65% who indicated that this was an item of expense they in some fashion were required to finance.

The reported figures for expenses were broken down according to categories of sex, aid recipients and non-recipients, age, class, and living with parents or relatives . These variables were chosen because they were salient to the original research question.

Tuition. The mean amount of tuition paid by respondents is $780. However, the median of $750 is the result of higher tuition rates for non-state residents which skewed the distribution bimodally. Little difference in tuition expenses occurs when respondents are separated according to the categories used.

Room and Board (Table 2). The mean room and board payments for the 65% of the respondents who make such payments is approximately $1300. Those under 24 years of age report an average of $1110. Women have higher room and board payments than do men, and aid recipients report higher payments than non-recipients. A small number (73) of the 40% of respondents who live with parents or relatives indicate that they make some room and board paymments. Seniors report only slightly higher room and board payments than do freshmen.

Books and Supplies (Table 3). The mean expenses for books and supplies for the total sample is approximately $160. Men report higher expenses than do women. Aid recipients indicate higher expenses for books and supplies than do non-recipients, except for those aid recipients who live with parents or relatives. Those respondents who are 24 or more years old report higher expenses for books and supplies than do those under 24. These expenses decline slightly for senior men as compared with freshmen men, whereas for women there is little difference between freshmen and seniors.

Transportation (Table 4). The mean transportation expenses for the 90% of the sample who reported transportation costs is approximately $270. For those under 24 years of age it is $200. Men report markedly higher expenses than do women ($320 vs. $180). Aid recipients have higher transportation costs than non-recipients, except for recipients living with parents or relatives. Aid recipients and non-recipients who are less than 24 years old show similar transportation costs. Students living with parents or relatives have slightly

lower transportation expenses than students who do not live with parents or relatives, though non-recipients of financial aid who live with parents or relatives report higher expenses than non-recipients who do not live with parents or relatives. Recipients of financial aid who do not live with parents or relatives indicate transportation costs almost double that of recipients who live with parents or guardians. Transportation costs increase between freshmen and senior years.

Entertainment (Table 5). The mean entertainment expenses for the 91% of the sample who reported entertainment expenses is approximately $240. For those under 24 years old it is $220. Men indicate higher entertainment expenses than do women. Aid recipients and non-recipients report approximately the same entertainment costs, though aid recipients living with parents or relatives report lower expenses than aid recipients not living with parents or relatives. Little difference is seen between non-recipients living with parents or relatives and those not living with parents or relatives. In the under 24 age category, recipients report slightly less for entertainment than do non-recipients. Differences in entertainment expenditures at various academic class levels are quite small.

Personal Expenses (Table 6). The mean personal expenses for the 92% of the sample who reported personal expenses is approximately $330. For those under 24 years of age it is $280 but for those over 24 it is $620, the most notable difference of the variables examined. Men reported higher personal expenses than women, and aid recipients (especially women and students not living with parents or relatives) indicate higher personal expenses than non-recipients. Students not living with parents or relatives report higher personal expenses than those living with parents or relatives. A notable difference in personal expenses occurs between freshmen and seniors.

Family Support. The mean expenses for family support (i.e. support for spouse, children, parents, or siblings) for the 12% of the sample who report such expenses is approximately $1400. However, the range was wide and the median amount was $3800. Those students who are 24 or more years old report much higher expenses for family support than those who are less than 24 years old. However, it is difficult to make conclusions from the data on family support because of the varying nature of this support (i.e. different family sizes, single parents, support for student's own parents, etc.) and because the small number of students reporting family support expenses results in categories which contain too few responses for valid statements to be made.

Total Expenses (Table 7). For all respondents, the mean total expenses for the academic year is approximately $2690. For respondents under 24 years of age the average is $2380. Men report higher total expenses than do women, and aid recipients indicate higher total expenses than do non-recipients. Aid recipients under 24 years of age report total expenses over $700 greater than that of non-recipients of that age group. Those students not living with parents or relatives report markedly higher total expenses than do those living with parents or relatives. The mean total expenses of seniors are almost $800 greater than those of freshmen, with expenses of senior men about the same as freshman men, while expenses of women increase by about $500 between freshman and senior years. In Table the data was presented as a frequency distribution of total expenses, while almost 90% reported expenses of less than $4500. The remainder indicated a considerably higher distribution. Over 1% (7 individuals) reported expenses in excess of $10,000.

Expenses not Incurred through Living with Parents or Relatives

From the above figures on expenses, it is apparent that students who live

with parents or relatives have lower expenses than those who live outside parents' or relatives' residence. For the expense categories of books and supplies, transportation, and entertainment there is little difference between those who live with parents or relatives and those who do not. The figures for room and board indicate a mean of $1490 for those who do not live with parents or relatives (i.e. dormitories, fraternities, sororities, apartments, rented houses, or self-owned residences). A few students (73) who live with parents or relatives report paying room and board, and this mean is $390. Using these two figures, the amount of expenses not incurred by a student who lives with parents or relatives can be placed at around $1100. Assuming that most students who live with parents or relatives do not pay room and board (68% of those living with parents or relatives did not indicate room and board payments), the amount of expenses not incurred can be placed closer to $1500.

The mean total expenses of those not living with parents or relatives is $3310, while that of those who live with parents or relatives is $1750 - a difference of $1560. Forty-five percent of those under 24 years of age live with parents or relatives, and their mean total expenses is $1720. The remaining 55% who do not live with parents or relatives report a mean of $2910 - for a difference of nearly $1200.

Therefore, the mean amount of expenses not incurred by students who live with parents or relatives can be placed somewhere between $1200 and $1500.

Elsewhere in the questionnaire (Appendix I, Item 27) students were asked to indicate the extent to which their parents or guardians are making a financial contribution to their undergraduate education. This response was to include an accounting of free room and board, payments on insurance, payments onaa car, and other expenses which parents or guardians continue to underwrite. (Subsequent references to parents should be understood to also include guardians.) Based on this calculation, almost 27% of the respondents

indicated that parents provide for none of their expenses. This compares with nearly 52% of the sample who indicate that parents make no direct financial contribution, excluding free room and board (as indicated in response to the question on the percentage of parents' direct financial contribution, see below). Nearly 21% of the sample indicate that parents make a insignificant contribution, 35% indicate that parents cover a significant amount of expenses, and almost 14% indicate a major portion of expenses are covered by parents. Only 4% indicate that parents take care of all their expenses. Table 8 shows these appraisals of parents contribution broken down by age and recipients or non-recipients of financial aid.

As we have pointed out before, we are reluctant to draw many direct comparisons with previous studies of student financing because categories used and purposes of each study were different. However, it is interesting to note that Stecklein reports a per quarter mean total cost of $529 in 1966. Nine years later the total has risen to $895 (one third of the $2680 reported in this study). Adjusting these figures for the change in the cost of living index would suggest that had student cost kept pace with that of the general economy, it would be $913 per quarter or $2735 per year. While the difference is probably not significant, it does suggest that, at least expenditure-wise, students have not suffered a disproportionate burden of the inflationary pattern of the past decade.

Male students continue to report higher expenditures than do females. The ratio between the two has not appreciably altered during nearly a decade of supposedly changing sex roles. This would suggest that this social development has yet to be reflected in the relative economic relationship between the sexes.

TABLE 2

MEAN ROOM AND BOARD EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor Relatives	Less than 24 yrs.	24 yrs. or more
Total sample	$1300 (412)*	$1260 (243)	$1350 (166)	$ 390 (73)	$1490 (333)		
Aid							
Recipients	1580 (109)	1560 (54)	1610 (55)	1070 (10)	1640 (95)	1400 (84)	2210 (25)
Non-recipients	1200 (301)	1180 (189)	1220 (111)	280 (63)	1440 (236)	1020 (247)	2010 (54)
Age							
Under 24 yrs.	1110 (332)	1040 (188)	1210 (143)	320 (68)	1310 (260)		
24 yrs. or over	2050 (80)	2040 (55)	2080 (25)	1320 (5)	2120 (73)		
Class							
Freshmen	1220 (60)	970 (32)	1510 (28)				
Sophomores	1140 (82)	1160 (52)	1100 (30)				
Juniors	1280 (124)	1250 (80)	1330 (43)				
Seniors	1380 (138)	1390 (75)	1380 (63)				

* Number of respondents in each category is enclosed in parentheses

TABLE 3

MEAN BOOKS AND SUPPLIES EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor Relatives	Less than 24 yrs.	24 yrs. or more
Total sample	$160 (581)*	$180 (341)	$140 (238)	$160 (228)	$170 (345)		
Aid							
Recipients	200 (121)	220 (62)	180 (59)	150 (22)	210 (96)	200 (97)	210 (24)
Non-recipients	160 (458)	170 (279)	130 (177)	160 (206)	150 (249)	150 (395)	190 (63)
Age							
Under 24 yrs.	160 (493)	170 (280)	140 (211)				
24 yrs. or over	200 (88)	210 (61)	160 (27)				
Class							
Freshmen	180 (100)	230 (49)	130 (50)				
Sophomores	180 (134)	210 (86)	140 (48)				
Juniors	150 (162)	140 (104)	160 (57)				
Seniors	160 (177)	160 (98)	150 (79)				

*Number of respondents in each category is enclosed in parentheses

TABLE 4

MEAN TRANSPORTATION EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor Relatives	Less than 24 yrs.	24 yrs. or over
Total sample	$270 (536)*	$320 (322)	$180 (212)	$250 (220)	$280 (307)		
Aid Recipients	350 (119)	460 (62)	220 (57)	200 (22)	390 (93)	210 (94)	840 (25)
Non-recipients	240 (414)	290 (259)	160 (153)	260 (198)	230 (214)	200 (357)	520 (57)
Age							
Under 24 yrs.	200 (453)	240 (265)	150 (186)				
24 yrs. or over	610 (83)	710 (57)	390 (26)				
Class							
Freshmen	260 (89)	360 (45)	150 (43)				
Sophomores	200 (124)	230 (82)	140 (42)				
Juniors	250 (151)	290 (97)	190 (53)				
Seniors	330 (164)	430 (94)	210 (70)				

* Number of respondents in each category is enclosed in parentheses

TABLE 5

MEAN ENTERTAINMENT EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor Relatives	Less than 24 yrs.	24 yrs. or over
Total sample	$240 (540)*	$290 (321)	$170 (217)	$250 (210)	$240 (321)		
Aid Recipients	240 (121)	310 (63)	170 (58)	190 (22)	260 (95)	200 (97)	430 (24)
Non-recipients	240 (416)	280 (257)	170 (157)	250 (188)	230 (226)	230 (363)	310 (53)
Age							
Under 24 yrs.	220 (462)	270 (266)	160 (194)				
24 yrs. or over	350 (78)	380 (55)	270 (23)				
Class							
Freshmen	240 (87)	340 (43)	160 (43)				
Sophomores	240 (122)	270 (79)	170 (43)				
Juniors	240 (157)	280 (104)	160 (52)				
Seniors	240 (167)	290 (91)	190 (76)				

* Number of respondents in each category is enclosed in parentheses

TABLE 6

MEAN PERSONAL EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor relatives	Less than 24 yrs.	24 yrs. or over
Total sample	$330 (549)*	$370 (319)	$280 (228)	$310 (217)	$350 (323)		
Aid Recipients	370 (120)	380 (61)	360 (59)	310 (22)	380 (94)	300 (95)	640 (25)
Non-recipients	320 (426)	370 (257)	260 (167)	310 (195)	330 (229)	280 (373)	630 (53)
Age Under 24 yrs.	280 (470)	310 (266)	250 (202)				
24 yrs. or over	620 (79)	680 (53)	520 (26)				
Class Freshmen	290 (94)	350 (45)	230 (48)				
Sophomores	320 (127)	350 (81)	260 (46)				
Juniors	320 (153)	330 (98)	290 (54)				
Seniors	380 (168)	430 (91)	310 (77)				

* Number of respondents in each category is enclosed in parentheses

TABLE 7

MEAN TOTAL EXPENSES

FOR ACADEMIC YEAR 1974-75

	Total Sample	Sex		Residence		Age	
		Male	Female	With Parents or Relatives	Not w/Parents nor Relatives	Less than 24 yrs.	24 yrs. or over
Total sample	$2690 (581)*	$2830 (343)	$2480 (236)	$1750 (230)	$3310 (347)		
Aid							
Recipients	3360 (122)	3400 (63)	3330 (59)	2200 (22)	3660 (96)	2990 (97)	4820 (25)
Non-recipients	2520 (459)	2700 (280)	2220 (177)	1700 (207)	3190 (249)	2230 (397)	4340 (62)
Age							
Under 24 yrs.	2380 (496)	2450 (283)	2280 (211)	1720 (222)	2910 (270)		
24 yrs. or over	4430 (88)	4580 (61)	4110 (27)	2630 (8)	4680 (77)		
Class							
Freshmen	2190 (100)	3140 (49)	2270 (50)				
Sophomores	2360 (136)	2520 (88)	2070 (48)				
Juniors	2910 (163)	3080 (105)	2570 (57)				
Seniors	2960 (177)	3110 (98)	2780 (79)				

* Number of respondents in each category is enclosed in parentheses

TABLE 8

STUDENTS' ESTIMATIONS OF EXTENT

OF PARENTS' OR GUARDIANS' FINANCIAL CONTRIBUTION

TO UNDERGRADUATE EXPENSES*

	Total Sample	Age		Financial Aid	
		Less than 24 yrs.	24 yrs. or over	Recipients	Non-recipients
None of expenses	27%	17%	80%	55%	19%
Insignificant amount of expenses	21	23	9	28	19
Significant amount of expenses	35	39	9	15	40
Major portion of expenses	14	16	1	2	17
All expenses	4	5	1	0	5

* Includes free room and board and other expenses which parents or guardians underwrite

Sources for Financing Undergraduate Education

Students were asked to estimate the percentage of their total expenses for the academic year which they expect to receive from each of twelve categories of sources (Appendix I, Items 10-21). The distributions of the percentage responses of students are indicated in Tables 11 through 21. The distribution of responses are shown according to the following categories of respondents: Total sample, less than 24 years old, or more years old, males, females, freshmen, sophomores, juniors, seniors, recipients of financial aid, non-recipients of financial aid, financially self-sufficient, and financially not self-sufficient.

Parents or Guardians (Table 9). Respondents were instructed to estimate the percentage of their parents' or guardians' financial contribution to their undergraduate education, not including free room and board. According to these figures, 48% of the total sample receives some amount of financial contribution from parents, with over 55% of those under 24 years of age receiving such a contribution. Women receive larger amounts from parents, with 23% receiving 60% or more of their expenses from parents compared to 12% of the men receiving similar amounts.

Parents' contribution declines between freshman and senior years, with 62% of freshmen receiving some amount of contribution compared to 41.5% of the seniors. Twenty-four percent of freshmen report receiving over 60% of the funds for their expenses from parents, compared to 10.4% of seniors reporting an equal amount. The apparent decrease in reliance on parents for finances from freshman to senior years is accentuated by the parallel shift from the majority residing with parents or relatives in the freshman year to the majority of seniors living outside of parents' or relatives' residences. Upperclassmen, therefore, not only reduce their reliance on parents for financial contributions but also largely forego the free room and board that is generally provided the student living with parents or relatives. For these juniors and seniors, the increase in total expenses because

of the change of residence and the diminishing reliance on parents for financial support may produce the need for the student to make use of other sources of financing.

One quarter of aid recipients receive financial contributions from parents, with only about 4% receiving 40% or more of the funds for their expenses from this source. This is compared to the 55% of non-recipients who receive a financial contribution from parents, with over 31% receiving 40% or more of the funds for their expenses from parents. The figures for the financially self-sufficient and the financially not self-sufficient students reflect the basis for this economic situation in that financially self-sufficient students qualify for this designation partly by the minimal or non-existent contribution by parents.

Federal and State Grants and Scholarships (Table 10). Based on our sample, 18.5% of undergraduates receive some amount of financial assistance from federal or state grants and scholarships. The figures for those less than 24 years of age and those 24 or more years of age are roughly the same. Women report utilizing this form of financing to a greater extent than do men. Not only do freshmen utilize this form of financing to a greater degree than do the other classes, but also 9% of the sample of freshmen indicate that federal or state grants and scholarships provide funds for between 40 and 79% of their expenses, whereas for the other classes the percentages in the upper brackets of such support are smaller.

According to these figures, 65% of aid recipients have federal or state grants and scholarships, with 20% of the recipients indicating that 10 to 19% of their expenses are covered by this form of financing. Another 16% indicated that 20 to 29% of their expenses are covered.

Over 16% of those who are financially self-sufficient make use of federal or state grants and scholarships, whereas almost 16% of those who are not

financially self-sufficient make use of this form of financing.

G.I. Bill, Disabled Veterans Rehabilitation, Social Security (Table 11). Thirteen percent of the total sample make use of one of these sources, with most of these recipients being 24 or more years of age. Twenty-one percent of the 24 or more years of age respondents have 60 to 100% of their expenses covered by one of these forms of financing. Nearly 17% of the male respondents utilize one of these sources, compared with a little more than 7% of the female respondents. Whereas 8% of freshmen utilize one of these sources, over 18% of seniors do.

Aid recipients and non-recipients are roughly comparable in their use of these sources, whereas a much larger proportion of those who qualify for financial self-sufficiency make use of these sources.

Private Scholarships - Including ROTC (Table 12). Only 5.4% of the total sample report making use of private scholarships (i.e. funds awarded student recipients which are outside the purview of the Student Financial Aid Office), with the less than 24 years old group utilizing them more than the older group. The figures for men and women are roughly comparable, whereas freshmen and seniors have more of their expenses covered by private scholarships than do sophomores and juniors. Twelve percent of aid recipients also have private scholarships compared to slightly more than 3% of non-recipients. The figures for those who are financially self-sufficient and those who are financially not self-sufficient are fairly similar.

Federal or State Loans for which the Application Was Submitted to the Student Financial Aid Office (Table 13). Fourteen percent of the total sample have federal or state loans, with one-fifth of the 24 or more years old group having such loans as compared with one-sixth of the under 24 group. A slightly higher percentage of women utilize these loans than do men. Whereas only 10 or 11% of freshmen or sophomores have these loans, around 17% of juniors or seniors

do. Sixty-five percent of aid recipients have federal or state loans with nearly 29% indicating that these loans cover between 10 and 29% of their expenses. Twenty-seven percent of those who are financially self-sufficient have such loans, compared with 10% of those who are financially not self-sufficient.

Loans for which Application Was Submitted directly to Banks, Credit Unions, or on Insurance Policies (Table 14). Only 4.2% of the total sample have these kinds of loans. Few notable differences are evident when the figures are broken down according to age, sex, class, or financial self-sufficiency. A little over one-tenth of aid recipients utilize such loans, with 5% of aid recipients using these sources to cover 40 to 59% of their expenses. Only 2% of non-recipients utilize these sources of loans.

Employment during School Term - Including Work-Study (Table 15). Two-thirds of the total sample indicate that they use some portion of earnings from employment during the academic year to finance their education. Sixty-nine percent of those under 24 years of age utilize earnings from such employment, compared with 62% of those over 24. A slightly larger percentage of women use such earnings for their education than do men. The amounts from employment during the academic year which are utilized to meet expenses increase between freshman and senior years. Aid recipients and non-recipients as well as financially self-sufficient and financially not self-sufficient students show little difference in utilization of earnings from such employment, though greater numbers of both non-recipients and financially not self-sufficient students utilize employment earnings to cover higher percentages of their expenses.

Fourteen percent of our total sample are married, and 71% of this group (or 10% of the total) utilize some portion of the earnings of their spouse

during the academic year. Approximately half of those over 24 are married and it is from this group the use of earnings of the spouse is most frequent. Little difference in use of spouses' earnings exists between men and women.

Own Employment during Summer 1974 (Table 17). Sixty-eight percent of the total sample utilize earnings from summer employment for their education expenses. Three-quarters of the less than 24 years old group utilize such earnings, compared with around 40% of the 24 or more years old respondents. Sixty-eight percent of both men and women use summer employment earnings, though one-quarter of the men use summer earnings to cover between 40 and 100% of their expenses compared with under 14% of the women. As with employment during the academic year, the percentage of students who utilize summer employment earnings increases between freshman and senior years, though the percentage of students who utilize summer employment earnings to cover high percentages of their expenses decreases. Though the percentages of aid recipients and non-recipients who utilize summer employment earnings are about the same (70), a greater percentage of non-recipients use summer employment earnings to cover higher percentages of their expenses. Seventy-four percent of those who are financially not self-sufficient expend earnings from summer employment for their education, compared with 46% of those who are financially self-sufficient.

Own Savings (Table 18). Thirty-eight percent of the total sample report using savings to finance their undergraduate education. Forty-two percent of those less than 24 years old respondents use savings, while only 17% of the 24 or more years old respondents do. Men and women indicate little difference in the use of savings. A slightly larger percentage of freshmen utilize their savings than do students in the other three classes. Aid recipients and non-recipients indicate similar use of savings, whereas those who are financially not self-sufficient make use of savings to a greater extent than do those who

are financially self-sufficient (42% to 25%).

Welfare, Relief, Unemployment, Food Stamps (Table 19). Only 2.5% of the total sample use these sources, with only 1% of those who are under 24 years old and 7% of those who are 24 or more years old.

Other Sources. Only 3% of the total sample indicate receiving funds from sources other than those given. Students were asked to specify this other source, and common responses were gifts from grandparents, birthday gifts, and interest on savings.

Reference should be made to Tables 11 through 19 in order to assess the percentages of students who use the various sources to cover different proportions of their total expenses. The categories of percentages of expenses covered are grouped in 20% increments in order to facilitate reading the tables. The original data, however, were coded according to 10% increments.

Percentages of Aggregate Expenses Coming from the Sources of Financing

The figures for Tables 4 through 19 are based on each respondent's indication of the percentage of his/her total expenses for academic year 1974-75 which comes from each source. Each student's total expenses are different, and students utilize a variety of combinations of funds from the possible sources. Based on these figures, however, it can be determined how the total amount of money expended by undergraduate students for the academic year breaks down according to percentages from the possible sources. In other words, of the aggregate of monies spent by full-time students during the academic year, what percent comes from parents, federal and state grants and scholarships, employment during the school term, etc? The computation yields the following figures:

Employment during School Term - including work-study	25.5%
Own Employment during Summer 1974	21.0%
Parents or Guardians - not including free room and board	20.9%
Own Savings	8.5%
G.I. Bill, Disabled Veterans Rehabilitation, Social Security	6.5%
Federal and State Grants and Scholarships	5.3%
Federal or State Loans for which the application was submitted to the Student Financial Aid Office	4.1%
Spouse's Employment during School Term	4.0%
Private Scholarships - including ROTC	1.3%
Loans for which application was submitted directly to banks, credit unions, or on insurance policies	1.2%
Other sources	.9%
Welfare, Relief, Unemployment, Food Stamps	.8%

The above figures represent only the monies which the student himself actually spends in order to attend the University and to maintain himself during the academic year. Federal and state support for the institution is not included.

Also, the expenses borne by parents for room and board for students living at home are not included. Were we to include our estimate of room and board costs ($1200 to $1500) net incurred by the 40% of the sample who live with parents or relatives, the percentage of this increased aggregate of expenses which parents provide would approach 30%, and the percentages from other sources would be reduced proportionately.

Parents' or Guardians' Income

Students were asked to indicate their parents' or guardians' income before taxes for 1974. Sixty-six percent of the sample complied with this request. Our interest was in determining available resources within the family unit and therefore no attempt was made to distinguish how many of the parents were employed. Those who did not indicate a figure for parents' income may have not done so because they do not know it, their parents are deceased, or the student considers it confidential information. The means for the total sample was $21,000 (S D $1500), while the median was only $18,000. This difference reflected the large number who reported relatively high incomes. Over 18% had incomes in excess of $30,000 with 1% reporting incomes of $100,000 or more. Approximate means for some of the categories of respondents are given below. Respondents' estimates were generally in thousands of dollars, and we have similarly rounded the mean income for parents of each category to the nearest thousand.

Total Sample (519)	Approximately	$21,000
Males (318)	"	$21,000
Females (201)	"	$21,000
Recipients of Financial Aid (108)	"	$16.000
Non-Recipients of Financial Aid (406)	"	$22,000
Financially Self-Sufficient (97)	"	$18,000
Financially Not Self-Sufficient (418)	"	$22,000

As reported above, students were asked to indicate the percent of their total expenses which are covered by direct financial contribution from parents. The mean parents' income can be shown within selected ranges of percentage of parents' financial contribution, as indicated below.

Percentage of Expenses Covered by Parents	Mean Parents' Income	
Students reporting 0 to 9% (285)	Approximately	$17,000
Students reporting 10 to 39% (99)	"	$23,000
Students reporting 40 to 69% (74)	"	$26,000
Students reporting 70 to 100% (57)	"	$29,000

Meeting the Student Financial Aid Office's Estimate of Expected Parents' Contribution

Those students who had applied to the Student Financial Aid Office for financial assistance for academic year 1974-75 were asked to indicate the degree to which the estimate made by the Financial Aid Office about expected parents' contribution to their education expenses is being met (Appendix I, Item 28). A little more than 22% (133 respondents) of the total sample indicated that they had applied for financial aid and therefore could respond to this question. These figures are based upon an 83% response rate from those who in fact received financial aid. This distribution corresponds with the responses of all applicants who reported.

Examining the responses of those applicants who actually received aid (some apply and do not qualify, others qualify and for whatever reason choose not to accept) indicates that in 46% of the cases no estimate of a parental financial contribution was made. That is, it was determined that the parents did not possess the resources or had no obligation to assist monetarily the student in meeting his financial need. However, importantly, 22% reported that no parents' contribution was being made, though an estimate of an expected contribution was given in the financial package offerred. Fifteen percent indicated that the contribution made is below the estimate, 12% that it is approximately the same as the estimate, and 5% that it is above the estimate.

The regulations governing parental expected assistance are bureaucratically applied. The sub samples became too small in this study to make definitive generalizations but it is apparent that at least in a number of cases parents are for whatever reason failing to provide at the expected level. Several of the respondents specifically raised this issue in their additional remarks.

TABLE 9

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY PARENTS OR GUARDIANS

(not including free room and board, etc.)

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	51.9	12.9	10.0	8.8	8.1	8.5
Less than 24 yrs. (509)	44.8	13.9	11.4	10.6	9.6	10.0
24 or more yrs.(92)	90.2	6.5	3.3	-	-	-
Males (352)	54.6	13.7	9.5	10.3	6.6	5.4
Females (246)	48.4	11.4	10.2	7.0	10.2	12.7
Freshmen (100)	38.0	15.0	11.0	10.0	9.0	15.0
Sophomores (142)	54.3	7.8	9.3	10.0	10.0	8.6
Juniors (166)	49.1	13.4	9.7	11.5	10.3	6.0
Seniors (183)	58.5	14.8	10.9	5.5	4.4	6.0
Recipients of financial aid (125)	76.0	13.6	6.4	.8	1.6	1.6
Non-recipients of financial aid (475)	45.1	12.6	11.1	11.1	9.8	10.3
Financially self-sufficient (126)	95.2	4.8	-	-	-	-
Not financially self-sufficient (471)	40.6	15.1	12.4	11.2	10.3	10.5

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 10

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES COVERED BY FEDERAL AND STATE GRANTS AND SCHOLARSHIPS

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	81.5	6.9	7.4	1.9	2.0	.3
Less than 24 yrs. (509)	81.5	6.6	7.8	1.8	2.2	.2
24 or more yrs.(92)	81.5	8.6	5.4	2.2	1.1	1.1
Males (352)	84.9	5.4	6.0	1.2	2.3	.3
Females (246)	76.6	9.0	9.4	2.8	1.6	.4
Freshmen (100)	76.0	7.0	8.0	3.0	6.0	-
Sophomores (142)	83.6	5.7	5.7	2.9	1.4	.7
Juniors (166)	83.0	6.6	8.5	-	1.8	-
Seniors (183)	82.5	7.7	7.1	1.6	.5	.5
Recipients of financial aid (125)	34.4	28.0	26.4	7.2	3.2	.8
Non-recipients of financial aid (475)	94.2	1.2	2.2	.4	1.8	.2
Financially self-sufficient (126)	73.4	12.1	9.7	3.2	.8	.8
Not financially self-sufficient (471)	84.1	5.1	6.8	1.5	2.2	.2

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 11

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY G.I. BILL, DISABLED VETERANS REHABILITATION, SOCIAL SECURITY

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	87.0	1.5	3.0	3.5	2.5	2.3
Less than 24 yrs. (509)	92.3	1.4	2.2	2.4	.8	1.0
24 or more yrs.(92)	58.7	2.2	7.6	9.8	11.9	9.7
Males (352)	83.1	2.0	3.5	4.0	3.7	3.7
Females (246)	92.6	.8	2.4	2.8	.8	.4
Freshmen (100)	92.0	-	2.0	2.0	1.0	3.0
Sophomores (142)	90.0	.7	2.8	2.8	1.4	2.1
Juniors (166)	87.3	3.6	2.4	3.0	3.0	.6
Seniors (183)	81.4	1.1	4.4	5.4	3.8	3.8
Recipients of financial aid (125)	84.8	3.2	4.0	4.0	3.2	.8
Non-recipients of financial aid (475)	87.6	1.1	2.8	3.5	2.4	2.8
Financially self-sufficient (126)	67.7	2.4	6.4	8.0	8.0	7.2
Not financially self-sufficient (471)	92.5	1.1	2.2	2.2	1.0	1.1

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 12

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY PRIVATE SCHOLARSHIPS, INCLUDING ROTC

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	94.6	2.7	1.7	.8	-	.2
Less than 24 yrs. (509)	93.8	3.0	2.0	1.0	-	.2
24 or more yrs.(92)	98.9	1.1	-	-	-	-
Males (352)	95.1	1.8	2.0	.9	-	.3
Females (246)	93.9	4.1	1.2	.8	-	-
Freshmen (100)	93.0	3.0	3.0	1.0	-	-
Sophomores (142)	98.6	-	.7	.7	-	-
Juniors (166)	96.4	2.4	.6	.6	-	-
Seniors (183)	91.3	4.4	2.7	1.1	-	.5
Recipients of financial aid (125)	87.2	8.8	4.0	-	-	-
Non-recipients of financial aid (475)	96.6	1.1	1.7	.4	-	.2
Financially self-sufficient (126)	94.4	4.0	1.6	-	-	-
Not financially self-sufficient (471)	94.8	2.2	1.7	1.0	-	.2

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 13

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES COVERED BY FEDERAL OR STATE LOANS FOR WHICH THE APPLICATION WAS SUBMITTED TO THE STUDENT FINANCIAL AID OFFICE

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	85.7	5.6	4.6	3.0	.7	.5
Less than 24 yrs. (509)	87.1	4.8	4.4	2.8	.6	.4
24 or more yrs.(92)	78.3	9.7	5.5	4.4	1.1	1.1
Males (352)	88.0	2.4	3.4	2.5	.3	.3
Females (246)	82.4	5.8	6.2	3.6	1.2	.8
Freshmen (100)	89.0	2.0	6.0	3.0	-	-
Sophomores (142)	90.0	2.8	2.8	2.1	1.7	.7
Juniors (166)	83.0	6.0	4.8	3.6	1.2	1.2
Seniors (183)	83.1	9.3	4.3	3.2	-	-
Recipients of financial aid (125)	35.2	24.8	21.6	13.6	3.2	1.6
Non-recipients of financial aid (475)	99.1	.4	-	.2	-	.2
Financially self-sufficient (126)	72.6	12.1	8.0	5.6	.8	.8
Not financially self-sufficient (471)	89.5	3.6	3.7	2.2	.6	.4

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 14

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES COVERED BY LOANS FOR WHICH APPLICATION WAS SUBMITTED DIRECTLY TO BANKS, CREDIT UNIONS, OR ON INSURANCE POLICIES

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	95.8	1.7	1.2	1.2	.2	-
Less than 24 yrs. (509)	95.6	1.4	1.4	1.4	.2	-
24 or more yrs.(92)	96.7	3.3	-	-	-	-
Males (352)	95.4	2.0	1.5	1.2	-	-
Females (246)	96.3	1.2	.4	1.2	.4	-
Freshmen (100)	97.0	1.0	-	2.0	-	-
Sophomores (142)	95.7	.7	2.1	.7	.7	-
Juniors (166)	95.8	1.8	1.2	1.2	-	-
Seniors (183)	95.6	2.7	.5	1.0	-	-
Recipients of financial aid (125)	89.6	3.2	1.6	5.6	-	-
Non-recipients of financial aid (475)	97.4	1.3	1.0	-	.2	-
Financially self-sufficient (126)	95.2	3.2	-	1.6	-	-
Not financially self-sufficient (471)	95.9	1.3	1.5	1.0	.2	-

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 15

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY EMPLOYMENT DURING SCHOOL TERM, INCLUDING WORK - STUDY

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	31.9	20.6	19.5	11.5	10.7	5.9
Less than 24 yrs. (509)	30.6	21.8	20.0	12.1	10.8	4.8
24 or more yrs.(92)	38.0	13.1	17.4	9.8	9.7	12.0
Males (352)	34.3	19.1	16.9	12.3	10.2	7.1
Females (246)	28.3	22.5	22.9	11.1	11.0	4.1
Freshmen (100)	38.0	34.0	14.0	12.0	2.0	-
Sophomores (142)	32.9	29.3	19.3	9.3	11.4	7.8
Juniors (166)	30.3	18.7	20.0	15.2	10.9	4.8
Seniors (183)	28.4	15.9	23.5	10.4	14.2	7.7
Recipients of financial aid (125)	32.8	25.6	26.4	8.8	5.6	.8
Non-recipients of financial aid (475)	31.2	19.2	17.9	12.6	12.0	7.0
Financially self-sufficient (126)	31.5	14.5	19.4	9.7	11.3	13.7
Not financially self-sufficient (471)	32.0	21.7	19.8	12.5	10.3	3.9

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 16

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY SPOUSE'S EMPLOYMENT DURING SCHOOL TERM

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	89.9	1.8	3.5	2.4	1.3	1.0
Less than 24 yrs. (509)	93.5	1.4	2.4	1.8	.8	.2
24 or more yrs.(92)	70.7	4.4	9.8	5.5	4.4	5.5
Males (352)	90.9	1.8	2.8	2.2	1.7	.6
Females (246)	88.5	2.0	4.5	2.4	.8	1.6

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 17

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY EMPLOYMENT DURING SUMMER 1974

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	31.9	23.2	24.4	12.4	5.4	2.7
Less than 24 yrs. (509)	26.6	23.2	27.0	14.0	6.2	3.0
24 or more yrs.(92)	59.8	22.8	12.0	3.3	1.1	1.1
Males (352)	31.1	20.6	22.8	14.6	6.9	4.0
Females (246)	32.8	26.6	27.0	9.4	3.2	.8
Freshmen (100)	27.0	21.0	25.0	20.0	2.0	5.0
Sophomores (142)	29.3	20.7	27.2	12.8	6.4	3.6
Juniors (166)	30.9	22.5	26.1	13.4	6.6	.6
Seniors (183)	36.1	26.3	22.4	7.6	4.9	2.7
Recipients of financial aid (125)	28.8	34.4	24.0	10.4	1.6	.8
Non-recipients of financial aid (475)	32.1	20.3	25.0	13.1	6.4	3.2
Financially self-sufficient (126)	54.0	25.8	16.9	2.4	-	.8
Not financially self-sufficient (471)	26.0	22.1	26.6	15.3	6.9	3.2

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 18

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES COVERED BY STUDENT SAVINGS

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	61.7	22.3	9.4	5.1	.8	.7
Less than 24 yrs. (509)	58.1	24.2	10.1	5.8	1.0	.8
24 or more yrs. (92)	81.5	10.8	6.5	1.1	-	-
Males (352)	63.4	21.1	8.3	5.7	.6	.9
Females (246)	59.8	23.3	11.0	4.1	1.2	.4
Freshmen (100)	50.0	25.0	18.0	5.0	1.0	1.0
Sophomores (142)	66.4	19.3	7.2	6.5	.7	-
Juniors (166)	59.4	23.7	9.7	6.6	.6	-
Seniors (183)	65.0	22.4	7.1	2.7	1.1	1.6
Recipients of financial aid (125)	64.8	24.8	7.2	2.4	.8	-
Non-recipients of financial aid (475)	60.7	21.6	10.3	5.8	.8	.9
Financially self-sufficient (126)	75.0	15.4	6.4	1.6	-	1.6
Not financially self-sufficient (471)	57.9	24.0	10.5	6.0	1.0	.4

Figures represent percent of students from each category whose responses fall within the designated percentage range.

TABLE 19

ESTIMATES OF PERCENTAGE OF INDIVIDUAL TOTAL EXPENSES

COVERED BY WELFARE, RELIEF, UNEMPLOYMENT, FOOD STAMPS

	None	1-19%	20-39%	40-59%	60-79%	80-100%
Total sample (601)	97.6	1.2	.2	.2	.7	.2
Less than 24 yrs. (509)	98.6	.8	.2	-	.4	-
24 or more yrs.(92)	92.4	3.3	-	1.1	2.2	1.1

Figures represent percent of students from each category whose responses fall within the designated percentage range.

Recipients and Non-Recipients of Financial Aid

Respondents were asked if they have received for the academic year 1974-75 any financial assistance administered by the Student Financial Aid Office, including federally insured (guaranteed bank) loans (Appendix I, Item 22). Table 20 shows the distribution of aid recipients and non-recipients within each of a variety of categories of respondents. Twenty-one percent of the total sample are recipients, with 20 percent of those under 24 years old and 30 percent of those 24 or more years old receiving financial assistance. A slightly higher percentage of women (25%) receive financial assistance than do men (19%). The distribution of recipients and non-recipients in each class is roughly the same, except for a slight decrease in recipients among sophomores. Fifteen percent of those who are financially not self-sufficient receive financial assistance, compared with 40 percent of those who are financially self-sufficient (see below).

In 1966 Stecklein found nearly 16 percent of the sampled students were recipients of some form of loans, scholarships and grants. It must be emphasized that our question was aimed at determining only that aid administered by SFAD. Limited amounts of such aid flow from other sources (private loans, ROTC scholarships etc.) but given the general increase in the total amount of aid available, especially in the form of loans, we would have suspected the change in the percentage of the student body receiving aid to have been greater. The data emphasizes, however, the fact that while considerable more total dollar amounts are available to assist students, it is still utilized by (or available to) a narrow segment of the total student population.

Financial Self-Sufficiency

According to federal government guidelines, it is only for those students who are financially self-sufficient that there is no expected parents' financial contribution to their undergraduate education. Establishment by a student of such financial self-sufficiency makes the applicant for financial assistance eligible for aid packages which are computed without an expected parents' contribution.

The survey instrument reproduced the questions asked of financial aid applicants on the application for self-supporting status. Financial aid administrators determine an applicant's self-sufficiency based on the criteria included in these questions.

		1974		1975	
Question #1	Did you live in parents' or guardians' home for more than two consecutive weeks during 1974 or 1975?	Yes	No	Yes	No
Question #2	Did you receive $600 or more (in cash or kind) from parents or guardians during 1974 or 1975?	Yes	No	Yes	No
Question #3	Did your parents or guardians claim you as a federal tax exemption for 1974 or 1975?	Yes	No	Yes	No

Only those applicants who can answer "No" for both years for each of the three questions are considered financially self-sufficient. Our figures for student responses to each question show that 31 percent of the respondents could answer "No" for both years for Question #1, 60 percent could answer "No" for both years for Question #2, and 31 percent could answer "No" for both years for Question #3. Twenty-one percent of the total sample answered "No" for all sex parts, thereby qualifying for financial self-sufficiency.

Table 21 shows the distribution of financially self-sufficient

students and financially not self-sufficient students within each of the categories of respondents. Only 10 percent of the less than 24 years old group qualify for financial self-sufficiency as compared with 80 percent of those 24 or more years old. Twenty-one percent of both women and men are financially self-sufficient. Only 5 percent of freshmen qualify, though this increases to 16 percent in the sophomore year and is 31 percent for seniors. Forty percent of recipients of financial aid are financially self-sufficient, compared with 16 percent of nonrecipients of financial aid.

The legal criteria for qualification as a self-sufficient individual in order to receive federally financed aid have only recently been established. Therefore it is not possible to know of changes over time in the numbers of U of M students who meet this criteria. Since older students are demonstrably more frequently self sufficient we would suspect that the major factor in any shift will be a result of increasing numbers of older students within the student body rather than a change in the percentage of self-sufficient younger students.

The issue of financial self sufficiency and the criteria used is a source of much discussion and criticism. This was reflected in the open ended questions at the end of the inventory. A few students volunteered comment on the criteria for establishment of financial self-sufficiency. A twenty year old junior male wrote

> I feel that the criteria for determining what an independent student is is not fair. There is no reason why a student should be considered dependent for the academic school year if he only lived with his parents for two weeks in 1974.

A 24 year old senior male stated that

> The status of independent student is difficult to obtain and does not allow responsibility for self. It denies independence and perpetuates dependency.

That some students believe the financially self-sufficient status has been misused by others is revealed by this comment from a twenty year old junior male.

> I personally know of a number of people from families that are well off and set them up their first year in school. After the year away from home they can file for independent student status. A family that doesn't have enough money to do this ends up paying more in the long run.

TABLE 20

DISTRIBUTION OF RECIPIENTS AND NON-RECIPIENTS

OF FINANCIAL AID WITHIN VARIOUS CATEGORIES

	Recipients of Financial Aid (125)	Non-recipients of Financial Aid (475)
Total sample (601)	21%	79%
Under 24 yrs. old (509)	20	80
24 or more yrs. old (92)	30	70
Males (352)	19	81
Females (246)	25	75
Freshmen (100)	23	77
Sophomores (142)	15	85
Juniors (166)	23	77
Seniors (183)	22	78
Financially self-sufficient (126)	40	60
Financially not self-sufficient (471)	15	85

TABLE 21

DISTRIBUTION OF FINANCIALLY SELF-SUFFICIENT

AND FINANCIALLY NOT SELF-SUFFICIENT WITHIN VARIOUS CATEGORIES

	Financially Self-Sufficient (126)	Financially not Self-sufficient (471)
Total sample (601)	21%	79%
Under 24 yrs. old (509)	10	90
24 yrs. old or more (92)	80	20
Males (352)	21	79
Females (246)	21	79
Freshmen (100)	5	95
Sophomores (142)	16	84
Juniors (166)	21	79
Seniors (183)	31	69
Recipients of financial aids (125)	40	60
Non-recipients of financial aid (475)	16	84

Loans

Loan Indebtedness

In preliminary interviews for the research, some students expressed concern about the amount of loans they will have when they graduate. Financial Aid officials also expressed interest in ascertaining if loan recipient understood in concrete ways the extent of their repayment responsibilities-specifically their monthly repayment schedule. The questionnaire, therefore, included a section on loans. Students were asked to estimate the total amount of federal, state, or private loans they will have upon graduation (Appendix I, Item 33). As shown in Table 22, over 63 percent of the total sample indicated that they expect to have no loans when they graduate. The distribution of the estimates of loan indebtedness reveals that almost half of those who expect to have loans estimate the amount as below $1500. The average loan indebtedness expected is between $501 and $1000.

When the estimates of expected loan indebtedness upon graduation are broken down by categories of respondents, certain differences in estimates are evident. Those students who are 24 or more years old reported estimates which average between $1001 and $1500, compared to a mean between $501 and $1000 for those less than 24 years old. No difference is seen in the means between men and women or among the classes (all being between $501 and $1000).

Recipients of financial aid made estimates which average between $2501 and $3000. About 13 percent of aid recipients indicate that they expect to have no loans upon graduation. Almost half of the

aid recipients who expect to have loans indicate estimates above $2501. The mean expected loan indebtedness for the 4 percent of non-recipients who expect to have loans is under $500.

Students who are financially self-sufficient indicate a mean expected loan indebtedness of between $1001 and $1500, compared with between $501 and $1000 for those who are financially not self-sufficient.

Students were also asked to state the upper limit of loan indebtedness they would be willing to have (Appendix I, Item 34). Table 23 shows the averages of those who responded to this question. Nearly half of the total sample indicate that they did not wish to have any loan indebtedness. For those who gave a statement of an upper limit, the mean is between $1001 and $1500. The upper limit of loan indebtedness which a student is willing to accept rises by $1000 between freshman and senior years.

The upper limit of loan indebtedness for recipients of financial aid matches the mean of loan indebtedness this group expects to have (between $2501 and $3000).

Those students who expect to have loans upon graduation gave statements of upper limits which average between $2001 and $2500, whereas those who do not expect to have loans upon graduation indicated figures which average between $501 and $1000 as upper limits.

Those students who have loans were asked to estimate what they expect their monthly loan repayment will be (Appendix I, Item 35). Thirty-one percent of the total sample responded to this question,

and of this group over half indicated that they could not estimate what their monthly loan repayment will be. Eighty-two percent of aid recipients responded to this question, again with over half saying they could not estimate the amount of their monthly repayment. The categories of aid recipients and those who expect to have loans overlap to a certain extent, the average estimates of monthly loan repayment for both these groups is between $21 and $40. The fact that so many aid recipients cannot estimate their monthly loan repayment may indicate the need for more explicit explanation of the responsibility the student assumes upon taking a loan.

When students who have loans were asked whether they anticipate that their parents will help repay their loans after graduation (Appendix I, Item 36), 92 percent of those who responded indicated that parents will not repay any. Six percent said that some of their loans will be repaid by parents, while only two percent stated that all would be repaid in this manner.

Attitudes Toward Loans

Because some concern had been voiced by students regarding the need to utilize loans in order to finance their education, the researchers were interested in tapping attitudes about the use of loans as a funding source for college education. Five statements with a five point response scale were presented. (Appendix I, Items 37-41).

The first two items were positive statements about the willingness to have loans.

Statement 1. I am willing to have loans to finance my education.

Statement 2. Federal and state governments have limited funds for grants and scholarships, and therefore I recognize the need to have loans.

As indicated in Table 23, 57 percent of the total sample agree that Statement 1 reflects their attitude. Sixty-eight percent of the total

sample agree that Statement 2 reflects their attitude.

When responses to these two statements (as well as to Statements 3, 4 and 5) are broken down by the categories of age, sex, and class there are very few differences in the distribution of responses.

Some differences occur, however, when the responses are broken down by the categories of aid recipient/non-recipient and respondents who expect to have loans/respondents who do not extect to have loans. A slightly larger percentage of recipients of financial aid indicate agreement with both Statement 1 and Statement 2 than do non-recipients. Eighty-two percent of students who expect to have loans agree with Statement 1, as compared with 44 percent of students who do not expect to have loans. Seventy-five percent of students who expect to have loans agree with Statement 2, compared with 64 percent of those not expecting to have loans.

Statement 3. I am reluctant to have loans for I do not like postponing payment for things.

Statement 4. I am reluctant to have loans because repayment will restrict my style of life after I begin my career.

The above two statements are essentially negative indications of willingness to have loans. Seventy percent of the total sample agree with Statement 3 about unwillingness to postpone payment. Forty-seven percent agree with Statement 4, expressing reluctance to have loans because of the possible effect on lifestyle after beginning a career.

Sixty percent of both recipients and non-recipients agree with Statement 3. Similarly, approximately the same percentage of recipients and non-recipients (43% and 48% respectively) agree with Statement 4.

For both statements, a slightly larger percentage of those not expecting to have loans agree with the statements than do those who expect to have loans.

The responses to Statement 1 and Statement 2 by recipients and by those expecting to have loans would seem to indicate that these students accept the fact that loans are necessary to finance their education, for the majority of these students indicate a willingness to have loans. The responsee to Statement 3 and Statement 4 by recipients and those expecting to have loans however, indicate a slightly greater reluctance to have loans than the responses to Statements 1 and 2 would reveal.

Statement 5. Students should be able to accept grants or scholarships without also accepting loans as part of a financial assistance package.

This statement refers to the general policy of offices which administer financial aid of offering students aid packages which may include scholarship money, loans, and work study. A student is not allowed to accept only one part of the package, but must accept or refuse the package as a whole. Because the total amount of aid assistance in the package is based on an assessment of the student's need, the package as a whole is designed to meet this need --- and a student's indication of a willingness to accept part of the package, but not all, indicates that the student has other available financial sources and therefore a lesser amount of need. We had early in our discussions about financial aid found this assumption to be a common source of complaint

The question asked students whether or not they should be able to accept only the scholarship money and not the loans or work

study. Sixty-nine percent of the total sample indicate that they should be able to do this. Seventy-eight percent of aid recipients agree with Statement 5. A high percentage (over two-thirds) of non-recipients and those not expecting to have loans also agree.

TABLE 22

TOTAL AMOUNT OF LOANS EXPECTED UPON GRADUATION

	No response	No loans	$1 - $500	$501 - $1000	$1001 - $1500	$1501 - $2000	$2001 - $2500	$2501 - $3000	$3001 - $3500	$3501 - $4000	$4001 - $4500	$4501 - $5000	$5001 - $5500	$5501 - $6000	Above $6001
Total sample (601)	4.2	63.1	4.6	7.1*	4.4	3.5	2.2	3.7	1.3	1.9	.5	1.2	-	1.2	1.1
Less than 24 yrs. old (509)	4.4	65.1	4.4	6.5*	4.6	3.8	1.8	3.4	1.0	1.6	.6	.8	-	1.4	.8
24 or more yrs.(92)	3.3	52.2	5.4	9.8	3.3*	3.3	4.3	5.4	3.3	3.3	-	3.3	-	-	3.3
Males (352)	3.4	65.1	3.4	7.7*	4.3	4.3	2.6	2.9	2.0	1.4	-	1.7	-	.9	.3
Females (246)	5.3	59.8	6.1	6.1*	4.5	2.9	1.6	4.9	.4	2.5	1.2	.4	-	1.6	2.4
Recipients of financial aid (125)	6.4	12.8	5.6	14.4	8.0	8.0	5.6	11.2*	5.6	6.4	1.6	4.0	-	5.6	4.8
Non-recipients of financial aid (475)	3.6	76.5	4.3*	5.1	3.4	2.6	1.3	1.7	.2	.6	.2	.4	-	-	-
Financially self-sufficient (126)	3.2	44.4	4.8	11.3	7.3*	4.8	2.4	7.3	3.2	3.2	-	3.2	-	2.4	2.4
Not financially self-sufficient (471)	3.2	68.9	4.5	6.0*	3.6	3.4	2.1	2.8	.9	1.5	.6	.6	-	.9	.8

Figures represent percent of respondents within each category

Asterisk (*) indicates that the mean for the category of respondents falls within the dollar amount range.

TABLE 23

MEANS OF STATEMENTS OF UPPER LIMITS OF LOAN INDEBTEDNESS WILLING TO HAVE

Total Sample (45%)*	Between $1001 and $1500
Less than 24 years old (44%)	Between $1001 and $1500
24 or more years old (53%)	Between $1501 and $2000
Men (44%)	Between $1501 and $2000
Women (47%)	Between $1501 and $2000
Freshmen (31%)	Between $501 and $1000
Sophomores (36%)	Between $1001 and $1500
Juniors (51%)	Between $1001 and $1500
Seniors (52%)	Between $1501 and $2000
Recipients of Financial Aid (81%)	Between $2502 and $3000
Non-Recipients of Financial Aid (36%)	Between $501 and $1000
Financially Self-Sufficient (57%)	Between $1501 and $3000
Financially Not Self-Sufficient (43%)	Between $1001 and $1500
Those Who Expect to Have Loans Upon Graduation	Between $2001 and $2500
Those Who Do Not Expect to Have Loans Upon Graduation	Between $501 and $1000

*Indicates percentage of category who made statement about upper limit of loan indebtedness willing to have.

TABLE 24

ATTITUDES TOWARD LOANS

Statement 1: I am willing to have loans to finance my education.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total sample (601)	15%	42%	10%	21%	12%
Recipients of financial aid (125)	25	52	5	11	7
Non-recipients of financial aid (475)	12	40	11	23	14
Respondents expecting to have loans (193)	22	60	5	9	4
Respondents not expecting to have loans (392)	11	34	12	26	17
Statement 2: Federal and State Governments have limited funds for grants and scholarships, and therefore I recognize the need to have loans.					
Total sample (601)	14	54	16	10	6
Recipients of financial aid (125)	13	63	10	13	1
Non-recipients of financial aid (475)	14	52	18	9	7
Respondents expecting to have loans (193)	15	60	10	10	5
Respondents not expecting to have loans (392)	13	51	20	10	6
Statement 3: I am reluctant to have loans for I do not like postponing payment for things.					
Total sample (601)	35	35	11	16	3
Recipients of financial aid (125)	26	35	14	20	5
Non-recipients of financial aid (475)	37	35	10	16	2
Respondents expecting to have loans (193)	27	32	14	22	5
Respondents not expecting to have loans (392)	38	36	10	14	2

TABLE 24 (Continued)

Statement 4: I am reluctant to have loans because repayment will restrict my style of life after I begin my career.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total sample (601)	19%	28%	16%	30%	7%
Recipients of financial aid (125)	20	23	15	34	8
Non-recipients of financial aid (475)	18	30	16	30	6
Respondents expecting to have loans (193)	18	23	12	38	9
Respondents not expecting to have loans (392)	19	30	18	28	5
Statement 5: Students should be able to accept grants or scholarships without also accepting loans as part of a financial assistance package.					
Total sample (601)	32	37	17	11	3
Recipients of financial aid (125)	45	33	4	16	2
Non-recipients of financial aid (475)	29	38	20	10	3
Respondents expecting to have loans (193)	40	30	13	13	4
Respondents not expecting to have loans (392)	28	40	19	10	3

Employment

Students were asked to indicate whether or not they are or have been employed during academic year 1974-75 (Appendix I, Item 42). Seventy-nine percent of the total sample indicated they were employed. It would appear that there has been an increase in the number of students who are employed while attending school. Stecklein indicates 58 percent of his sample reported working in 1965-66 while Comstock found 64 percent of the Twin Cities campus students reported working in 1969-70. This shift may be the product of different sampling procedures or the effect of work study programs, changing financial aid policies and/or student strategies for opening with the rapid increase in expenses during this period. Eighty-one percent of those less than 24 years of age indicated they were employed, compared to 71 percent of those 24 or more years old. Little difference exists in the percentage of respondents employed when they are broken down by the various categories (Table 25).

Twenty-six percent of the total sample were employed on-campus, with 69 percent off-campus and 5 percent employed both on- and off-campus. Twenty-seven percent of employed respondents less than 24 years old were employed on-campus, compared to 21 percent of those 24 or more years old. A greater percentage of women who were employed worked on-campus than did men. A notable shift in the distribution of students between on- and off-campus employment occurs between freshman and senior years. Whereas 17 percent of employed freshmen worked on-campus, this percentage rises progressively to 34 percent for seniors. A slightly larger percent of employed aid recipients worked on-campus than did employed non-recipients, and this may be accounted for in part by

work-study programs.

Students were also asked to indicate whether or not they were employed during the summer of 1974 (Appendix I, Item 45). Of the total sample, 87 percent indicated they had been employed. As with employment during the academic year, a larger percentage of those less than 24 years old were employed than were those 24 or more years old. A slightly greater number of men were employed during the summer than were women. The percentage of those employed during the summer remains fairly constant for each of the four classes. Little differences in the percentage of those employed exists between aid recipients and non-recipients, though a slightly greater percentage of those who are financially not self-sufficient were employed than were those who are financially self-sufficient.

Students who were employed during the academic year were asked to estimate their total earnings for this period of time (Appendix I, Item 44). As indicated in Table 26, almost 60 percent of those employed estimated their earnings as under $1500. The mean earnings of the 79 percent who were employed is between $1501 and $2000. Those students who were employed on-campus reported earnings which average between $1501 and $2000, whereas those students who worked off-campus indicated earnings which average between $2001 and $2500 --- perhaps a reflection of the higher wages paid in off-campus employment.

Men averaged higher earnings through employment during the academic year than did women. Although a higher percentage of freshmen reported being employed off-campus, the mean earnings of freshmen ($1001 to $1500) was much lower than the means for the other three classes ($2001 to $2500).

Seventy percent of aid recipients earn under $1500, whereas 57 percent of non-recipients earn under $1500. The mean earnings for aid recipients is between $1501 and $2000, whereas for non-recipients it is between $2001 and $2500. Aid recipients who worked on-campus reported mean earnings between $1001 and $1500, while the figures for recipients who worked off-campus show a mean earnings between $1501 and $2000. Non-recipients employed on-campus reported higher earnings ($1501 to $2000) than did recipients working on-campus. Similarly, non-recipients who worked off-campus reported earnings which average higher ($2001 to $2500) than off-campus earnings of recipients.

The figures for those who are financially self-sufficient reveal mean earnings of between $3001 and $3500, while the mean for those who are financially not self-sufficient is between $1501 and $2000.

Those students who were employed during the summer of 1974 were asked to indicate their earnings (Appendix I, Item 45). Over half of the respondents reported summer earnings under $1500. Mean earnings were between $1001 and $1500. The mean earnings of men ($1501 to $2000) was higher than that of women ($1001 to $1500). Though the mean earnings of respondents from each class are all between $1001 and $1500, it can be seen from Table 27 that upperclassmen earned slightly more than underclassmen. Roughly 80 percent of both aid recipients and non-recipients sufficient averaged between $1501 and $2000, whereas those of the financially not self-sufficient students averaged between $1001 and $1500.

Recipients of financial aid administered by the Student Financial Aid Office are usually expected to contribute to the financing of their education through summer employment. Students were asked whether they

agree or disagree with the statement that students should be expected to work during the summer and to apply a reasonable portion of their earnings to their education expenses (Appendix I, Item 48). Eighty-two percent agree with this statement, and little variance in this percentage is seen when responses are broken down by the various categories of respondents.

TABLE 25

STUDENT EMPLOYMENT DURING THE ACADEMIC YEAR 1974-75 AND SUMMER 1974

	Percent employed during academic yr.	Location of Employment			Percent employed during summer 1974
		on-campus	off-campus	both on & off	
Total sample (601)	79%	26%	69%	5%	87%
Less than 24 yrs. old (509)	81	27	68	5	89
24 or more yrs. old (92)	71	21	74	5	76
Males (352)	79	21	75	4	90
Females (246)	80	34	61	5	81
Freshmen (100)	77	17	80	3	85
Sophomores (142)	81	19	76	5	90
Juniors (166)	79	30	65	5	88
Seniors (183)	80	34	61	5	85
Recipients of financial aid (125)	76	33	60	7	83
Non-recipients of financial aid (475)	80	25	71	4	88
Financially self-sufficient (126)	75	27	64	9	75
Not financially self-sufficient (471)	81	26	70	4	90

Table 26

EARNINGS FROM STUDENT EMPLOYMENT DURING SCHOOL TERM

	$1 - $500	$501 - $1000	$1001 - $1500	$1501 - $2000	$2001 - $2500	$2501 - $3000	$3001 - $3500	$3501 - $4000	$4001 - $4500	$4501 - $5000	$5001 - $5500	$5501 - $6000	Above $6001
Total sample (449)	22.3	24.5	13.1	15.4*	5.1	6.9	1.8	2.0	.7	1.8	.6	1.5	4.2
Less than 24 yrs. old (388)	25.0	26.0	12.9	14.2*	5.9	7.0	2.1	1.5	.8	1.3	.8	.5	2.2
24 or more yrs. old (63)	6.3	14.3	14.3	22.2	-	6.3	-	4.8*	-	6.3	-	7.9	17.5
Males (266)	19.2	22.6	13.2	14.3	5.6*	8.6	2.3	1.9	1.1	2.3	.8	1.9	6.4
Females (183)	27.3	26.8	13.1	16.9*	4.4	3.8	1.1	2.2	-	1.6	.5	1.0	1.0
Freshmen (69)	37.7	40.6	5.8*	13.0	1.4	-	-	-	-	1.4	-	-	-
Sophomores (107)	25.2	19.6	12.1	15.0	4.7*	9.3	3.7	1.9	-	1.9	.8	-	4.6
Juniors (129)	21.7	20.9	14.0	12.4	4.7*	10.1	2.3	2.3	1.6	1.6	.8	1.6	6.3
Seniors (140)	13.6	23.6	17.1	19.3	7.9*	5.7	.7	2.1	.7	2.9	-	3.6	2.8
Recipients of financial aid (90)	23.3	25.6	21.1	15.6*	3.3	4.4	-	1.1	-	2.2	-	-	3.3
Non-recipients of financial aid (360)	22.2	23.9	11.1	15.3	5.6*	7.5	2.2	2.2	.8	1.9	.6	2.0	4.7
Financially self-sufficient (90)	7.8	14.4	16.7	18.9	3.3	7.8	1.1*	4.4	-	6.7	1.1	4.4	13.3
Not financially self-sufficient (361)	26.1	26.9	12.2	14.4*	5.5	6.6	1.9	1.4	.8	.8	.6	.8	2.1

Figures represent percent of respondents within each category

Asterisk (*) indicates that the mean for the category of respondents falls within the dollar amount range.

TABLE 27

EARNINGS FROM STUDENT EMPLOYMENT DURING SUMMER 1974

	$1 - $500	$501 - $1000	$1001 - $1500	$1501 - $2000	$2001 - $2500	$2501 - $3000	$3001 - $3500	$3501 - $4000	Above $4
Total sample (501)	19.6	33.7	20.2*	14.2	5.4	3.0	1.4	1.2	1.4
Less than 24 yrs. old (436)	20.9	34.6	20.0*	13.3	5.5	2.5	1.4	.5	1.3
24 or more yrs. old (68)	10.3	27.9	22.1	20.6*	4.4	5.9	1.5	5.9	1.5
Males (308)	14.3	26.9	21.8	19.5*	6.8	4.5	2.3	1.9	1.9
Females (194)	27.8	43.8	18.0*	6.2	3.1	.5	-	-	.5
Freshmen (82)	28.0	42.7	15.9*	4.9	4.9	2.4	-	-	1.2
Sophomores (125)	21.6	25.6	22.4*	20.8	2.4	4.0	1.6	.8	.8
Juniors (141)	16.3	32.6	21.3*	15.6	7.8	1.4	2.1	1.4	1.4
Seniors (151)	16.6	37.1	19.2*	13.2	6.0	3.3	1.3	2.0	1.4
Recipients of financial aid (100)	15.0	42.0	27.0*	7.0	5.0	2.0	-	1.0	1.0
Non-recipients of financial aid (403)	20.3	31.8	18.6*	16.1	5.5	3.2	1.7	1.2	1.3
Financially self-sufficient (91)	11.0	27.5	23.1	18.7*	5.5	6.6	2.2	3.3	2.2
Not financially self-sufficient (412)	21.4	35.2	19.7*	13.1	5.3	2.2	1.2	.7	1.1

Figures represent percent of respondents within each category

Asterisk (*) indicates that the mean for the category of respondents falls within the dollar amount range

Attitudes Toward the Student Financial Aid Office

As indicated in Table 9, twenty-one percent of the total sample are recipients of financial aid administered by the Student Financial Aid Office of the University. Students were asked to indicate if they have ever discussed their financial situation with a counselor (not a front desk person) at the Student Financial Aid Office (Appendix I, Item 51). Twelve percent of the total sample responded that they had done so. Thirty-four percent of aid recipients had met with a counselor, compared to only seven percent of non-recitients.

Students were presented with three statements describing the Student Financial Aid Office. Each of the statements reflects a different perception of the operation of this office. Students were directed to indicate their agreement or disagreement with these characterizations of the activities of the Student Financial Aid Office.

Statement 1. The Student Financial Aid Office presently has almost absolute power to determine whether or not a student will receive financial assistance and to determine the form that assistance will take.

Statement 2. The Student Financial Aid Office presently performs the function of counseling students on how best to make financial arrangements for undergraduate education.

Statement 3. The student Financial Aid Office presently administers financial assistance according to criteria beyond its control.

Thirty-five percent of the respondents agree with Statement 1, 24 percent agree with Statement 2, and 21 percent agree with Statement 3 (see Table 28). Similarly, a slightly higher percentage of recipients of financial aid agree with Statement 1 than agree with either Statement 2 or Statement 3. In most cases, the majority of those who expressed an opinion agree with the statements. Only in the case of the responses

of aid recipients to Statement 2 does an almost equal percentage disagree with the statement as agree. Large percentages of students who indicated having no opinion contribute to an inability to make a clear statement about how students view the Student Financial Aid Office. We would, therefore, caution against accepting any global statements of student attitudes towards the Financial Aid Office, either by the recipient clients or potential student clients. However, a number of comments indicated strongly felt concerns by some who did hold them. But even here the criticism was less of the mechanisms of the office than of some of the underlying assumptions about aid which it administers.

A few representative comments are reproduced below. A 21 year old junior woman indicated that the Student Financial Aid Office should

> make the financial programs clearer to students in high school. Encourage them to apply for scholarships, etc. Some of these people do not find out from high school counselors. And because they have no older brothers or sisters to "show them the ropes" some of them don't realize that these things are available to them.

A twenty-four year old senior woman reports that her

> contacts with the financial aid office have been very positive. They were concerned and compassionate, while having limited resources. My parents' income kept me from receiving interest-free loans, but they went to bat for me in getting a 7% loan through a bank. They called a bank officer and made my reception at the bank very warm.

A twenty-two year old senior woman says she feels

> that the financial aid counselors went out of their way to find excuses <u>not</u> to give students financial aid.

A nineteen year old sophomore woman observes that

> money, loans, grants, etc... are too easily given out without the careful and necessary steps which should be taken. Anyone who wants to can eventually receive the loans or money they want even if they don't need it as much as someone who really does.

A nineteen year old freshman woman expressed the view that

> Financial aid is not available for the group "in the middle" --- not poor enough to obtain any substantial portion of aid or rich enough not to have to ask.

A twenty year old sophomore male who is not a recipient of financial aid made the following statement.

> What I can't understand is why all the damned welfare kids get their schooling paid for when they are just as capable of working their way through school as I am.

TABLE 28

ATTITUDES TOWARD THE STUDENT FINANCIAL AID OFFICE

Statement 1: The Student Financial Aid Office presently has almost absolute power to determine whether or not a student will receive financial assistance and to determine the form that assistance will take.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total sample (601)	13%	22%	55%	9%	1%
Recipients of financial aid (125)	19	33	31	15	2
Non-recipients of financial aid (475)	11	18	62	8	1
Statement 2: The Student Financial Aid Office presently performs the function of counseling students on how best to make financial arrangements for undergraduate education.					
Total sample (601)	1	23	59	13	4
Recipients of financial aid (125)	2	30	35	24	9
Non-recipients of financial aid (475)	1	21	66	9	3
Statement 3: The Student Financial Aid Office presently administers financial assistance according to criteria beyond its control.					
Total sample (601)	3	18	71	7	1
Recipients of financial aid (125)	4	26	56	11	3
Non-recipients of financial aid (475)	3	16	75	5	1

Scholarships Based on Need or Merit

Financial aid packages administered by the Student Financial Aid Office are based on a student's demonstration of need. A student's academic performance is not a factor in the granting of financial assistance, either in terms of the amount or form of assistance.

Students were asked how they would allocate financial assistance, in particular scholarship money, to two students with equivalent financial resources but different records of academic performance (Appendix I, Item 56).

> Tom's parents and Bill's parents have about the same yearly incomes and have about equal financial resources. Tom has a G.P.A. of 3.8. Bill has a G.P.A. of 2.6. All other things being equal, how should financial assistance to be distributed to these two students?

Student's were provided with three possible ways of allocating financial assistance to Tom and Bill.

Action 1. Tom should receive a greater amount in the form of scholarships than Bill.

Action 2. Bill should receive a greater amount in the form of scholarships than should Tom.

Action 3. Both should receive approximately the same amount in the form of scholarships.

Action 1 indicates that the amount of scholarship money should be influenced by academic performance of an applicant. Action 2 indicates that a larger amount of scholarship money should be given to those having difficulty in their studies, thereby alleviating the financial burden and allowing more energy to be directed toward studying. Action 3 indicates that only financial need should determine the amount of scholarship money, and that academic merit should play no part.

Over two-thirds of the total sample marked Action 3. Nearly one-third marked Action 1, and almost no one marked Action 2 (Table 29).

Although those who are 24 or more years of age reveal slightly less emphasis on merit than do those less than 24 years of age, when the classes are compared we see a higher percentage of upperclassmen emphasizing merit than do underclassmen. Little difference exists in the emphases placed on merit or need between recipients of financial aid and non-recipients.

Many students commented on the issue of whether financial aid should be based on merit or need. A 21 year old junior woman made the following comment.

> I graduated in the top 2% of my Minneapolis suburban high school. Therefore, based strictly on ability, I felt I earned and deserved a scholarship. But based on my parents' financial status, I knew I would never qualify under the "needy" category. But I strongly feel that parents should in no way be expected to pay for a college education. Scholarships should be solely based on the student's abilities.

A twenty-six year old senior male expressed the opinion that "only students with high G.P.A.'s receive aid" and that "Grades are overemphasized". A twenty-four year old senior woman indicated that

> scholarships should be more or less based on academic accomplishments. No one should be given a free ride, despite race, creed, color, or sport.

A 20 year old sophomore male states that

> I think I have been treated fairly in the amount of financial aid given to me. I'm not a real intelligent student, so I do not have a real high G.P.A. But I work at it. Therefore, I feel aid shouldn't be given out solely on the basis of G.P.A.

TABLE 29

OPINIONS REGARDING SCHOLARSHIPS BASED ON NEED OR MERIT

Tom's parents and Bill's parents have about the samw yearly incomes and have about equal financial resources. Tom has a G.P.A. of 3.8. Bill has a G.P.A. of 2.6. All other things being equal, how should financial assistance be distributed to these two students?

	Action 1 Tom should receive a greater amount in the form of scholarships than should Bill.	Action 2 Bill should receive a greater amount in the form of scholarships than should Tom.	Action 3 Both should receive approximately the same amount in the form of scholarships.
Total sample (601)	32%	1%	67%
Less than 24 yrs. old (509)	33	1	66
24 or more yrs. old (92)	23	0	77
Freshmen (100)	24	1	75
Sophomores (142)	27	1	72
Juniors (166)	38	0	62
Seniors (183)	34	1	65
Recipients of financial aid (125)	38	1	61
Non-recipients of financial aid (475)	30	1	69

The Relevance of Poor Academic Performance To the Awarding of Financial Assistance

Students were presented with a situation in which an applicant for financial assistance, who has financial need, is performing poorly in scholastic work (Appendix I, Item 59).

> For the past three quarters Sarah has received mostly Incompletes and D's in her courses. Her financial need has remained about the same as it was a year ago when she applied for and received financial assistance from the Student Financial Aid Office. She will enroll in classes for the next academic year, and so she has submitted an application for financial assistance.
>
> How should the Student Financial Aid Office respond to her application?

Four possible actions were presented to students, ranging from action which reflects no change on the part of the Student Financial Aid Office to action which denies financial assistance to the applicant.

Action 1. Sarah should receive financial assistance based solely on the criteria of financial need and permission to register in her college.

Action 2. Though the total amount of Sarah's aid package should remain roughly the same, the percentage of scholarship assistance in her aid package should be reduced and the percentage of loans increased.

Action 3. The total amount of the financial aid package offered Sarah should be reduced.

Action 4. Sarah should not be offered any financial assistance.

Students' responses are fairly evenly distributed among the four actions, as shown in Table 30. The largest percentage (33%) of the total sample would reduce the applicant's scholarship money while maintaining the total amount of the aid package. The majority (as revealed by Actions 1 and 2) would not take "punitive action" in terms of reduction or elimination of the applicant's aid package.

The percentage of students in each class who selected Actions 1 or 2 is fairly stable, though a higher percentage of upperclassmen indicate that the applicant should not be offered any financial assistance than do underclassmen.

Almost half the aid recipients in the sample selected Action 2, with only 29 percent indicating that the more "punitive" steps (as indicated by Actions 3 and 4) should be taken.

These responses, as well as those from preceeding sections, indicate the need for greater clarification by SFAO of the basis on which aid decisions are made. Whatever personal financial aid philosophy individual advisors may hold, they are to a large extent only administering the granting of monies under terms laid down by the funding source. The transition from emphasizing a basis of merit rather than a basis of need has not been accomplished with the complete accord of all involved. Perhaps because the recipients themselves have not been active participants in the debate, there continues to be the disjuncture between belief and reality about who receives awards.

TABLE 30

OPINIONS REGARDING THE RELEVANCE OF POOR ACADEMIC PERFORMANCE TO THE AWARDING OF FINANCIAL ASSISTANCE

For the past three quarters Sarah has received mostly Incompletes and Ds in her courses. Her financial need has remained about the same as it was a year ago when she applied for and received financial assistance from the Student Financial Aid Office. She will enroll in classes for the next academic year, and so she has submitted an application for financial assistance.

How should the Student Financial Aid Office respond to her application?

	Action 1	Action 2	Action 3	Action 4
	Sarah should receive financial assistance based solely on the criteria of financial need and permission to register in her college.	Though the total amount of Sarah's aid package should remain roughly the same, the percentage of scholarship assistance in her aid package should be reduced and the percentage of loans increased.	The total amount of the financial aid package offered Sarah should be reduced.	Sarah should not be offered any financial assistance.
Total sample (601)	24%	33%	18%	25%
Less than 24 yrs. old (509)	22	33	20	24
24 or more yrs. old (92)	36	31	4	29
Freshmen (100)	24	36	21	19
Sophomores (142)	25	30	27	18
Juniors (166)	22	35	15	28
Seniors (183)	24	33	13	30
Recipients of financial aid (125)	22	49	13	16
Non-recipients of financial aid (475)	25	29	19	27

Misrepresentation of Financial Resources

Interviews with students revealed a sense that some applicants for financial assistance had not reported accurately the financial resources available for education expenses. Respondents were given two hypothetical situations in which courses of action could be taken which would misrepresent the extent of a student's financial resources (Appendix I, Items 57 and 58). Students were asked whether they would take the courses of action outlined in these two hypothetical situations.

Situation 1. Mary's parents reported an income of $12,000 on the first parents confidential form they submitted with her application for financial assistance. During the following year Mary's parents inherited some money after the death of an uncle. Because Mary felt that this extra income might mean a lower amount of financial assistance for her university expenses and because she did not wish her parents to have to use this windfall money for her education, she encouraged her parents to disregard the legal requirement that they report it on their next parents confidental form.

If you were Mary, would you do the same thing?

Situation 2. Paul is a high school senior who plans to attend the University. From summer employment he had saved about $2000. An older friend of his at the University told him, however, than such savings meant he would receive less financial assistance since it is expected that savings be applied to university expenses. Paul therefore decided to spend his savings on things he wanted, and so he had no savings to report on his application for financial assistance.

If you were Paul, would you do the same thing?

For Situation 1, forty-seven percent of the total sample indicated that they would not take the action proposed by Mary. Eleven percent indicated they would, while 32 percent did not know what they would do.

For Situation 2, the vast majority (72%) said they would not take action similar to that of Paul. Ten percent said they would, while eighteen percent did not know.

When the responses to these two hypothetical situations are broken down by the various categories of respondents, there is little difference in the distribution of responses when compared with those of the total sample.

That some students feel the pressure to misrepresent their self-reported financial statements in order to receive the amounts of aid which they believe they need is apparent from the following comment by a twenty-three year old senior male.

> I have worked every summer and made usually around $1500. A lot of my friends do not work. When we all applied for financial aid the first time, they received theirs (loans) and I did not. They also estimated their financial aid statements higher than I did. The next year I estimated my statement high and received a loan. I did not like to do this but needed the aid. When I worked during the summer it seemed as if this worked against me.

Checking Self-Reported Financial Information

The following proposal was presented to students for their reaction.

> Occasionally some people say that students or parents falsify information on financial aid applications in order to receive more aid than is equitable. Generally speaking, financial aid agencies feel that parents and students should be trusted and accept the information given as accurate. It has been proposed that some government agency should attempt to check the accuracy of self-reported financial information by examining tax returns, medical bills, and bank accounts.
>
> Assuming that such a task is feasible, indicate the extent to which you agree or disagree with the intent of the proposal.

Fifty-three percent of the total sample agree that such a task should be undertaken, compared with 38 percent who disagree. As shown in Table 31, a slightly higher percentage of those less than 24 years of age agree with the proposal than do those 24 or more years of age. The percentage of students who agree with the statement declines between freshman and senior years, though in all classes a larger percentage of students agree than disagree. The percentage of recipients and non-recipients who agree with the proposal is about equal in magnitude.

That misrepresentation of financial resources on self-reported information forms is seen as a problem is revealed by the number of comments students made about this subject. Many of the comments referred to students who have aid but who are perceived as not needing it or misusing it. Characteristic of the comments is that of a 21 year old sophomore male.

> Why does the Financial Aid Office lend people money who don't really need it? I know students here who spend the money they get from the Financial Aid Office on cars, vacations, etc. The main reason they get the aid (which they don't need or use for tuition) is because they have a high grade point average and they give false information on financial aid applications.

A 21 year old senior male expresses the opinion that

> there is a definite need for a check on those whom you give aid to. I know of people who have high-paying jobs (which I very much envy) and who use (aid) maney for a new car or to live away from home.

TABLE 31

OPINIONS REGARDING THE CHECKING OF SELF-REPORTED FINANCIAL INFORMATION

Occasionally some people say that students or parents falsify information on financial aid application in order to receive more aid than is equitable. Generally speaking, financial aid agencies feel that parents and students should be trusted and accept the information given as accurate. It has been proposed that some government agency should attempt to check the accuracy of self-reported financial information by examining tax returns, medical bills, and bank accounts.

Assuming that such a task is feasible, indicate the extent to which you agree or disagree with the intent of the proposal.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total sample (601)	13%	40%	9%	22%	16%
Less than 24 yrs. old (509)	14	41	9	22	14
24 or more yrs. old (92)	5	34	11	22	28
Freshmen (100)	12	51	10	18	9
Sophomores (142)	18	39	9	23	11
Juniors (166)	12	38	10	23	17
Seniors (183)	9	39	8	23	21
Recipients of financial aid (125)	7	45	5	23	20
Non-recipients of financial aid (475)	14	39	10	22	15

Opinions Regarding the Financial Responsibilities of Parents, Government, and the Student

As indicated above, three major sources of financing for undergraduate education are parents or guardians, the federal or state government, and earnings from student employment. One of the purposes of the research was to arrive at some understanding of students' perceptions of the responsibility each of these possible sources has for contributing to the financing of their undergraduate education. Students were asked the following three questions.

> Regardless of your parents' or guardians' capabilities, do you believe they have a responsibility to contribute to the financing of your undergraduate education?
>
> Do you believe the federal or state government has a responsibility to provide gift assistance (not loans) in the form of scholarships and grants for the financing of your undergraduate education?
>
> Do you believe that a student has a responsibility to contribute to the financing of his/her undergraduate education through his/her own employment?

Parent Responsibility

Eighty-seven percent of the total sample answered "Yes" or "No" to the question regarding parents' responsibility . Of these respondents 25 percent indicated that they believe parents have a responsibility to contribute to the financing of their undergraduate education. Twice as large a percentage (27%) of respondents less than 24 years of age answered affirmatively as did those 24 or more years of age. As shown in Table 32, the percentage of "Yes" responses declines between freshman and senior years. Twelve percent of recipients of financial aid who answered "Yes" or "No" responded affirmatively compared with 29 percent of non-recipients.

The 25 percent of the students who answered "Yes" to the question on parents' responsibility were asked to indicate what percentage of the total

expenses of their undergraduate education their parents should be responsible for (Appendix I, Item 30). The distribution of the percentages indicated is shown in Table 22. The largest percentages of "Yes" respondents placed their parents' responsibility between 20 and 59 percent of their expenses. When these percentage responses were broken down by the various categories of respondents few notable differences were observed.

Government Responsibility

Whereas the majority of respondents believe that parents do not have a responsibility to contribute to the financing of their undergraduate education, the majority (54%) believe that the federal or state government has such a responsibility (Table 33). Of those who responded "Yes" to the question, nearly half (49%) placed the federal or state government's responsibility at between 20 and 39 percent of their expenses. A slightly larger percentage of women (57%) believe the government has a responsibility than do men (52%). Sixty-two percent of freshmen responded affirmatively, compared to 50 percent of seniors. Recipients of financial aid indicated a greater sense that the government has a responsibility (79% responding "Yes") than did non-recipients (49% responding "Yes"). Roughly three-quarters of both recipients and non-recipients who answered "Yes" placed governments' responsibility between 20 and 59 percent of their expenses. The percentages of "Yes" respondents among the financially self-sufficient and the financially not self-sufficient are of almost equal magnitude. Over fifty-four percent of the financially self-sufficient indicated that government has a responsibility for 50 percent or more of their expenses, compared with 32 percent of the

financially not self-sufficient.

Student Responsibility

An even larger percentage of respondents (92%) responded affirmatively to the question of whether or not the student has a responsibility to contribute to the financing of his or her education through employment (Table 24). Over 60 percent of the respondents who answered "Yes" indicated that earnings from such employment should cover 50 or more percent of their expenses. Little difference exists in either the percentages of "Yes" responses or in the distribution of percentages of total expenses that should be covered when the responses are broken down according to age, sex, class, recipient or non-recipient of financial aid, or financial self-sufficiency. While about 15 percent of the sample indicated no opinion when asked about parental and governmental responsibility only one percent had no opinion on the issue of student responsibility for contributing to the cost of their education.

At the conclusion of the questionnaire, students were asked if they had specific comments to make. Many of these comments concerned students' reluctance to use parents' resources in order to finance their education. Similarly, a considerable number of students expressed dismay that the government and the financial aid administrators expect such parental contributions. The following three statements are from underclassmen who are either 20 or 21 years old.

> One of my biggest gripes about getting financial aid is that (the Student Financial Aid Office) goes so much on parents income. But I have friends...whose parents won't help them through college (except maybe room and board), yet the person can't get a loan because his parents' income is too high.

> It seems unfair for someone in my position to be ineligible for grants because my parents don't contribute (other than room and board) to my educational costs. I don't think the "poor" should have any advantages.

> It is immoral to expect parents to support someone 18 years old or older. They are legally independent adults.

A 19 year old freshman woman who is not a recipient of financial aid wrote that she does

> not blame anyone for "lying" about their parents' income or assets. Many students pay for their own education whether their "parents" can or cannot afford it themselves. In these cases, I think the financial aid should be determined by the student's situation only, not by whether the parents are capable to pay.

Some of those who made comments indicated that the government should make larger contributions to the student's expenses. From such comments it cannot be determined whether or not the respondent is cognizant of the federal and state outlays for higher education which are not reflected in tuition. Comments such as the following from a 24 year old senior male were not atypical.

> Basically, why should students have to work their butts off all summer and continue to do so while going to school in order to pay for something that is a "right", not a luxury. Our society requires us to have a college level education in order to get anywhere, so why doesn't our society pay for it? Many people are forced into being students. Why should they also be forced to pay for it?

Though the majority of students indicate that they feel they have a responsibility to contribute to the financing of their education through employment, some comments reflect the feeling that such employment during the academic year detracts from studies and other activities. A 22 year old senior woman made the following observation.

> It seems absurd to me that although students are encouraged to continue their education in order to do so they have to hold down practically a full-time job. This does not allow for proper study time.

A 22 year old junior male provides this rationale for employment.

> If the U of M is attempting to educate the students and prepare them for a career, what better way is there to gain experience than by actually working and earning at least a portion of their tuition.

An eighteen year old sophomore male indicated that he does

> not think that a student should be penalized for working hard during the summer to make as much as he can while other students can enjoy the summer and receive more financial aid.

Table 32

PARENTS' OR GUARDIANS' RESPONSIBILITY TO CONTRIBUTE TO THE FINANCING OF RESPONDENT'S UNDERGRADUATE EDUCATION

	Yes, parents or guardians have a responsibility to contribute to my undergraduate education	No, parents or guardians do not have a responsibility to contribute to my undergraduate education.	No opinion
Total sample (601)	25	61	14
Under 24 yrs. old (509)	27	58	15
24 yrs. old or more (92)	14	77	9
Males (352)	23	61	16
Females (246)	28	61	11
Freshmen (100)	31	45	24
Sophomores (142)	28	59	13
Juniors (166)	22	68	11
Seniors (183)	24	65	11
Recipients of financial aid (125)	12	72	16
Non-recipients of financial aid (475)	29	58	13
Financially self-sufficient (126)	13	77	10
Not financially self-sufficient (471)	33	58	9

* Indicates percentage of "yes" responses among those who answered "yes" or "no".

Those who responded "yes" indicated percentages of their total expenses for which parents or guardians should be responsible. The first figures represent the number of respondents who indicated a percentage within each range of percentage of total expenses.

Percent of Total Expenses	Number of Respondents	Percent of Respondents
1 - 9%	2	1.5%
10 - 19	9	6.7
20 - 29	22	16.4
30 - 39	20	14.9
40 - 49	18	13.4
50 - 59	38	28.4
60 - 69	8	6.0
70 - 79	10	7.5
80 - 89	1	.7
90 -100	6	4.5

TABLE 33

FEDERAL OR STATE GOVERNMENT'S RESPONSIBILITY TO CONTRIBUTE TO THE FINANCING OF RESPONDENT'S UNDERGRADUATE EDUCATION

	Yes, the Federal or State Government has a responsibility to contribute to my undergraduate education.	No, The Federal or State Government does not have a responsibility to contribute to my undergraduate education.	No opinion
Total sample (601)	54	32	14
Under 24 yrs. old (509)	55	31	14
24 yrs. old or more (92)	46	42	12
Males (352)	52	38	10
Females (246)	57	26	14
Freshmen (100)	62	21	16
Sophomores (142)	60	26	14
Juniors (166)	30	37	11
Seniors (183)	47	40	12
Recipients of financial aid (125)	79	21	-
Non-recipients of financial aid (475)	49	36	15
Financially self-sufficient (126)	51	38	11
Not financially self-sufficient (471)	63	37	

*Indicates percentage of "yes" responses among those who answered "yes" or "no"

Those who responded "yes" indicated percentages of their total expenses for which the Federal or State Government should be responsible. The first figures represent the number of respondents who indicated a percentage within each range of percentage of total expenses.

Percent of Total Expenses	Number of Respondents	Percent of Respondents
1 - 9%	3	1.0%
10 - 19	22	7.5
20 - 29	89	30.5
30 - 39	55	18.8
40 - 49	17	5.8
50 - 59	63	21.6
60 - 69	9	3.1
70 - 79	11	3.8
80 - 89	4	1.4
90 -100	19	6.5

TABLE 34

STUDENT'S RESPONSIBILITY TO CONTRIBUTE TO THE FINANCING OF RESPONDENT'S UNDERGRADUATE EDUCATION THROUGH EMPLOYMENT

	Yes, the student has a responsibility to contribute to his/her undergraduate education through employment.	No, the student does not have a responsibility to contribute to his/her undergraduate education through employment.	No opinion
Total sample (601)	92	7	1
Under 24 yrs. old (509)	93	7	1
24 yrs old or more (92)	89	11	0
Males (352)	94	6	0
Females (246	90	9	1
Freshmen (100)	93	4	3
Sophomores (142)	90	9	1
Juniors (166)	93	7	0
Seniors (183)	93	7	0
Recipients of financial aid (125)	93	7	0
Non-recipients of financial aid (475)	91	8	1
Financially self-sufficient (126)	89	11	0
Not financially self-sufficient (471)	92	7	1

*Indicates percentage of "yes" responses among those who answered "yes" or "no"

Those who responded "yes" indicated percentages of their total expenses for which the student should be responsible through employment. The first figures represent the number of respondents who indicated a percentage within each range of percentage of total expenses.

Percent of Total Expenses	Number of Respondents	Percent of Respondents
1 - 9%	10	2.1%
10 - 19	22	4.6
20 - 29	74	15.4
30 - 39	51	10.6
40 - 49	34	7.1
50 - 59	139	29.0
60 - 69	33	6.9
70 - 79	57	11.9
80 - 89	16	3.3
90 -100	44	9.2
	772	

APPENDIX

UNIVERSITY OF MINNESOTA
TWIN CITIES

Student Life Studies
Office for Student Affairs
326 Walter Library
Minneapolis, Minnesota 55455

Dear Student,

How much does it cost you to attend the U of M? How do you currently obtain this money? What do you think of present sources of aid?

All of these are vital pieces of information about which the University currently has only rough estimates. Yet University officials must present answers to these questions to State and Federal agencies as they request financial assistance for students.

As we recently wrote you, this office is seeking information about students' present arrangements and students' attitudes on various means of financing their education. You have a personal stake in helping us to obtain this information because at the present time some fundamental decisions are being made about the costs of attending school and the availability of financial resources.

Your responses to the items of this questionnaire will be used to compile statistical profiles. Your completed survey will be held in strictest confidence by Student Life Studies, and no one outside the research office will see the information on an individual questionnaire. No attempt will be made to identify a questionnaire with the person who submits it. The number is used only to keep track of returned questionnaires so that follow-up letters are not sent.

Filling out the questionnaire should take only 20 or 30 minutes. Some items ask for your opinions about forms of financial assistance which you personally may not utilize. Please respond to all questions. We need to know the opinions of both those who are using a particular form of financing as well as those who are not.

Thank you for your cooperation. Should you have any questions about this survey please call this office at 373-4057.

Sincerely,

Glenn Hendricks
Asst. Professor of Anthropology

1. Class: ____ freshman (45 units or less completed)
____ sophomore (46 to 90 units completed)
____ junior (91 to 135 units completed)
____ senior (136 or more units completed)

2. Sex: ____ male
____ female

3. Age: ____ years

4. Marital status: ____ not married ____ married

5. Have any of your brothers or sisters preceded you in attending university, college or junior college?
____ Yes ____ No

6. Where do you live during the academic year?
____ Parents' or relatives' residence
____ Dormitory, fraternity, or sorority
____ Apartment or rented house
____ Self-owned residence

7. Indicate the number of credits for which you have registered or are registering for each quarter.
Fall _____ Winter _____ Spring _____

8. For item 9 we are asking you to estimate the total amount you expect to spend for all expenses during the academic year 1974-75. To do this, please estimate your expenses for each of the categories listed below. Estimate only expenses for which payment is made.

Tuition	$ _____
Room and board	$ _____
Books and supplies	$ _____
Transportation	$ _____
Entertainment	$ _____
Personal expenses	$ _____
Family support	$ _____

9. Estimate of total expenses for academic year 1974-75: $ _____

10-21 Estimate what percentage of this total you expect to receive from each of the following possible sources for financing your expenses for academic year 1974-75.

10. Parents or guardians (Do not include free room and board) _____%
11. Federal and state grants and scholarships _____%
12. G. I. Bill, Disabled Veterans Rehabilitation, Social Security _____%
13. Private scholarships (include ROTC here) _____%
14. Federal or state loans for which the application was submitted to the Student Financial Aid Office _____%
15. Loans for which application was submitted directly to banks, credit unions, or on insurance policies _____%
16. Employment during school term (include work-study) _____%
17. Spouse's employment during school term _____%
18. Own employment during summer 1974 _____%
19. Own savings _____%
20. Welfare, relief, unemployment, food stamps _____%
21. Other. Please specify source: _____ _____%

22. For academic year 1974-75 have you received any financial assistance administered by the Student Financial Aid Office of the University, including federally insured (guaranteed bank) loans?
____ Yes ____ No

23. Did you live in parents' or guardians' home for more than two consecutive weeks during 1974 or 1975?

	1974		1975	
	Yes	No	Yes	No

24. Did you receive $600 or more (in cash or kind) from parents or guardians during 1974 or 1975?

Yes	No	Yes	No

25. Did your parents or guardians claim you as a federal income tax exemption for 1974 or 1975?

Yes	No	Yes	No

26. Estimate your parents' or guardians' income for 1974, even if they are in no way making a contribution to financing your undergraduate education. Indicate income before taxes.

$ _____

27. Indicate the extent to which your parents or guardians are making a financial contribution to your undergraduate education. (This would include providing you with free room and board, payments on insurance, payments on a car, etc.)

_____ None of expenses _____ Significant amount of expenses _____ All expenses

_____ Insignificant amount of expenses _____ Major portion of expenses

28. Only those who applied to the Student Financial Aid Office for financial assistance for academic year 1974-75 should respond to this item.

Indicate the degree to which the estimate made by the Financial Aid Office about expected parental/guardian contribution to your education will be met during this academic year.

_____ In the package of aid offered there was no estimate of a financial contribution by my parents/guardians.

_____ The aid package included an expected parental/guardian contribution, but none is being made.

_____ My parents'/guardians' contribution is above the estimate.

_____ My parents'/guardians' contribution is below the estimate.

_____ My parents'/guardians' contribution is approximately the same as the estimate.

29. Regardless of your parents' or guardians' capabilities, do you believe they have a responsibility to contribute to the financing of your undergraduate education?

_____ Yes _____ No _____ No opinion

30. If yes, indicate what percentage of the total individual expenses of your undergraduate education your parents or guardians should be responsible for:

_____%

31. Do you believe the federal or state government has a responsibility to provide gift assistance (not loans) in the form of scholarships and grants for the financing of your undergraduate education?

_____ Yes _____ No _____ No opinion

32. If yes, indicate what percentage of the total individual expenses of your undergraduate education the federal or state government should be responsible for:

_____%

33. Estimate the total amount of federal, state, or private loans you will have when you graduate.

$ _____ _____ No loans

34. For all of the years of your undergraduate education, what is the upper limit of loan indebtedness you would be willing to have?

$ _____ _____ No loans

35. If you have loans, estimate what you expect your monthly loan repayment will be.

$ _____ per month _____ I cannot estimate

36. If you have loans, do you anticipate that your parents or guardians will help repay those loans after you graduate?

_____ Will repay all _____ Will repay some _____ Will not repay any

37-41 Your Attitude Toward Accepting Loans.
Indicate the degree to which these statements reflect your attitude. Circle your response.

	Strongly agree (SA)	Agree (A)	No opinion (N)	Disagree (D)	Strongly disagree (SD)
37. I am willing to have loans to finance my education.	SA	A	N	D	SD
38. Federal and state governments have limited funds for grants and scholarships, and therefore I recognize the need to have loans.	SA	A	N	D	SD
39. I am reluctant to have loans for I do not like postponing payment for things.	SA	A	N	D	SD
40. I am reluctant to have loans because repayment will restrict my style of life after I begin my career.	SA	A	N	D	SD
41. Students should be able to accept grants or scholarships without also accepting loans as part of a financial assistance package.	SA	A	N	D	SD

42. Are you or have you been employed during the 1974-75 academic year?

_____ Yes _____ No

43. If yes, is this employment on-campus or off-campus? _____ On-campus _____ Off-campus

44. If yes, estimate total earnings during academic year 1974-75. $_____

45. Were you employed during the summer of 1974?

_____ Yes _____ No

46. If yes, estimate total earnings during the summer of 1974. $_____

47. If yes, did you save more than, less than, or approximately the same as the estimate of the Student Financial Aid Office of what you should save during the summer? (If you did not apply for financial aid, mark, "Did not apply").

_____ Did not apply _____ Approximately the same as estimate

_____ Less than estimate _____ More than estimate _____ Do not know

48. Indicate the degree to which you agree or disagree with the following statement:

A student should be expected to work during the summers and to apply a reasonable portion of earnings to his/her undergraduate education.

_____Strongly agree _____Agree _____No opinion _____Disagree _____Strongly disagree

49. Do you believe that a student has a responsibility to contribute to the financing of his/her undergraduate education through his/her own employment?

_____ Yes _____ No

50. If yes, indicate what percentage of the total individual expenses of your undergraduate education you should be responsible for through your own employment.

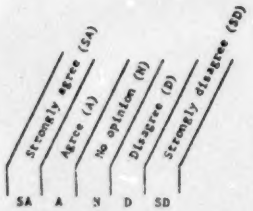
_____%

GO ON TO PAGES 5 AND 6

51. Have you ever discussed your financial situation with a counselor (not front desk person) at the Student Financial Aid Office?

____ Yes ____ No

52-54 Student Views of the Financial Aid Office. Indicate your agreement or disagreement with the following. Circle your response.



52. The Student Financial Aid Office presently has almost absolute power to determine whether or not a student will receive financial assistance and to determine the form that assistance will take. SA A N D SD

53. The Student Financial Aid Office presently performs the function of counseling students on how best to make financial arrangements for undergraduate education. SA A N D SD

54. The Student Financial Aid Office presently administers financial assistance according to criteria beyond its control. SA A N D SD

55. Occasionally some people say that students or parents falsify information on financial aid applications in order to receive more aid than is equitable. Generally speaking, financial aid agencies feel that parents and students should be trusted and accept the information given as accurate. It has been proposed that some government agency should attempt to check the accuracy of self-reported financial information by examining tax returns, medical bills, and bank accounts.

Assuming that such a task is feasible, indicate the extent to which you agree or disagree with the intent of the proposal.

____ Strongly agree ____ Agree ____ No opinion ____ Disagree ____ Strongly disagree

56-59 Respond to the following hypothetical situations by marking only one of the blanks below the description:

56. Tom's parents and Bill's parents have about the same yearly incomes and have about equal financial resources. Tom has a G.P.A. of 3.8. Bill has a G.P.A. of 2.9. All other things being equal, how should financial assistance be distributed to these two students?

____ Tom should receive a greater amount in the form of scholarships than should Bill.

____ Bill should receive a greater amount in the form of scholarships than should Tom.

____ Both should receive approximately the same amount in the form of scholarships.

57. Mary's parents reported an income of $12,000 on the first parents confidential form they submitted with her application for financial assistance. During the following year Mary's parents inherited some money after the death of an uncle. Because Mary felt that this extra income might mean a lower amount of financial assistance for her university expenses and because she did not wish her parents to have to use this windfall money for her education, she encouraged her parents to disregard the legal requirement that they report it on their next parents confidential form.

If you were Mary, would you do the same thing?

____ Of course I would ____ I would ____ I do not know

____ I would not ____ Of course I would not

58. Paul is a high school senior who plans to attend the University. From summer employment he had saved about $2000. An older friend of his at the University told him, however, that such savings meant that he would receive less financial assistance since it is expected that savings be applied to university expenses. Paul therefore decided to spend his savings on things he wanted, and so he had no savings to report on his application for financial assistance.

If you were Paul, would you do the same thing?

____ Of course I would ____ I would ____ I do not know

____ I would not ____ Of course I would not

59. For the past three quarters Sarah has received mostly Incompletes and Ds in her courses. Her financial need has remained about the same as it was a year ago when she applied for and received financial assistance from the Student Financial Aid Office. She will enroll in classes for the next academic year, and so she has submitted an application for financial assistance.

How should the Student Financial Aid Office respond to her application?

____ Sarah should receive financial assistance based solely on the criteria of financial need and permission to register in her college.

____ Though the total amount of Sarah's aid package should remain roughly the same, the percentage of scholarship assistance in her aid package should be reduced and the percentage of loans increased.

____ The total amount of the financial aid package offered Sarah should be reduced.

____ Sarah should not be offered any financial assistance.

If you have specific comments to make, please feel free to do so here: